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ABSTRACT

This report was a working document for a EURYDICE Network seminar held in Paris on June 29, 1995. The document compares the status and responsibilities of school heads in the education systems of the European Union and the European Free Trade Association/European Economic Area (EFTA/EEA) countries. The term "school head" was chosen to designate any person in charge of a school, since many diverse terms are used to describe this individual in various countries. Information has been divided into 15 broad categories as concerns the recruitment procedures, qualifications, and responsibilities of school heads. The report covers all of compulsory education and upper secondary education. In addition to the explanation of the various duties expected of the school head, individual country reports provide a fuller description of the specifics in each nation. Numerous charts, graphs and maps accompany the text. (EH)

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School Heads in the European Union

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The European Education Information Network

School Heads in the European Union

March 1996

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Foreword

The role of supervisory staff in schools is currently undergoing profound changes in most Member States of the European Union and the EFTA/EEA countries. The new challenges to this profession as concerns management of school systems are the subject of frequent debate. That is why the French Ministry of Education chose this topic as the theme of the EURYDICE Network seminar, which was held in Paris on 29 June 1995. The European Unit of EURYDICE endeavoured to bring a European dimension to the discussions by drafting a working document comparing the status and responsibilities of school heads in the education systems of the European Union and the EFTA/EEA countries.[1]

Given the variety of situations in the Union, the term *school head* has been chosen to designate any person in charge of a school. A glossary of the diverse terms used is included in the summary for ease of understanding.

To bring out the most significant current trends, information has been divided into 15 broad categories as concerns the recruitment procedures, qualifications and responsibilities of school heads. An executive summary and summary tables precede the individual country sections.

This report, initially prepared on the basis of documentation available at the EURYDICE European Unit, was checked and amended by the National Units of the Network with a view to providing a reliable, complete and up-to-date publication. As the product of a collective effort, this publication of the EURYDICE Network is intended to contribute to ever greater mutual knowledge, not only of education systems but also of the key individuals who make these systems work.

Luce PÉPIN
Head of the EURYDICE European Unit
March 1996

[1] Under the European Economic Area Agreement, Iceland, Liechtenstein and Norway participate in the activities of the EURYDICE Network on the same basis as the Member States of the European Union.

Executive Summary

Introduction

This document covers all of compulsory education and upper secondary education.

Given the wealth of terms used to designate supervisory staff in the various countries, which in some cases vary between schools and different levels of education within a single country, we have chosen to use *school head* as a general title for individuals in this position.[1] The following page gives a list of the various titles in their original language. National terms are also used in the individual country sections.

Titles

In many of the Member States of the European Union, the terms used to designate school supervisory staff are the same irrespective of the level of study or type of school. This is the case in Belgium (Flemish Community), Spain, Portugal, Sweden, England and Wales, and in three EFTA EEA countries: Iceland, Liechtenstein and Norway.

In Germany, the Netherlands, Austria, Finland and Scotland, titles vary depending on the number of pupils in a school or, more frequently, the type of school. The titles used in Denmark distinguish between supervisory staff in the *folkeskole* and school heads in upper secondary education. Greece, France, Ireland, Italy and Northern Ireland make a clear distinction between supervisory staff at primary and secondary levels.

In Luxembourg, primary schools do not have supervisory staff as such. Any reference to school heads in Luxembourg must be assumed to refer to secondary education.

[1] It should however be mentioned that in relation to France, this term is used only for the *principal* and *proviseur* of secondary schools but not for the *directeurs* of primary schools.

Table 1: SCHOOL HEADS AND THEIR VARIOUS TITLES

B fr	Primary: *Directeur*; Secondary: *Directeur, Préfet des études.*
B nl	*Directeur.*
DK	General term: *Skoleleder*; *Folkeskole*: *Skoleinspektør*; General upper secondary level: *Rektor.*
D	Primary: *Rektor*; Lower secondary: *Rektor (Hauptschule), Realschulrektor, Sekundarschulrektor, Regelschulrektor, Studiendirektor/Oberstudiendirektor (Gymnasium), Rektor/Oberstudienrat/Direktor (Gesamtschule)*; Upper secondary level: *Studiendirektor/Oberstudiendirektor/Direktor* (head of the upper level of *Gymnasium* and vocational schools). Titles depend on the school type and the number of pupils in the school.
GR	Primary: *Diefthindis*; Lower secondary: *Gymnasiárchis*; Upper secondary: *Lykiárchis.*
E	*Director.*
F	Primary: *Directeur*; Lower secondary: *Principal*; Upper secondary: *Proviseur.*
IRL	Primary: *Principal/Headteacher*; Secondary: *Principal.*
I	Primary: *Direttore didattico*; Secondary: *Preside.*
L	*Directeur.*
NL	Primary: *Directeur*; Secondary: *Rector/directeur.*
AT	Primary: *Volksschuldirektor*; General secondary: *Hauptschuldirektor*; Pre-vocational year: *Direktor des Polytechnischen Lehrgangs*; Part-time vocational schools: *Berufsschuldirektor*; Special schools: *Sonderschuldirektor*; All other schools: *Direktor.*
P	*Director executivo.*
FI	Compulsory education: *Rehtori* or *Johtaja* (in lower stage of *peruskoulu* with fewer than 12 classes); Upper secondary: *Rehtori.*
SE	*Rektor.*
UK (E, W)	*Headteacher.*
UK (NI)	Primary: *Headteacher*; Secondary: *Principal.*
UK (SC)	Primary: *Headteacher*; Secondary: *Headteacher/Rector.*
IS	Compulsory education: *Skólastjóri*; Upper secondary: *Rektor, Skólameistari.*
LI	*Schulleiter.*
NO	*Rektor.*

Supervising authority[1]

- In eight Member States of the European Union, school heads are responsible to their country's Ministry or Ministries of Education: those of the *Länder* in Germany, the Autonomous Communities in Spain[2] and the central State in France, Italy and Luxembourg. In some cases, the Ministry has entrusted some of its powers to a deconcentrated structure,[3] (for example, the *inspections académiques*, educational districts for primary education in France, prefectures in Greece, regional authorities in Portugal and the *Länder*, *Bezirksschulräte* and *Landesschulräte* — federal education authorities at district and *Land* level — in Austria).
- Three countries (Denmark, Finland and Sweden) give full powers to local authorities, to whom the school head reports directly. In Scotland, heads are responsible to regional education authorities.
- In Ireland, school heads are under the authority of a *board of management* (a body responsible for school organisation[4]) within which the school's founding body is represented. The considerable autonomy enjoyed currently by school management in Ireland will most likely be enhanced by the devolution process to be initiated by the Department of Education.
- In England and Wales, in schools maintained by *local education authorities* (LEAs), school heads must answer to *school governing bodies* (bodies responsible for school organisation), to which the 1988 Education Reform Act has given the authority to appoint and dismiss teachers although the LEA remains their official employer. In other schools, school heads are responsible directly to *school governing bodies*. In Northern Ireland, school heads answer either to *education and library boards* (local education authorities) or to *boards of governors* (bodies responsible for school organisation).

Two Member States have hybrid situations. Belgium has three education networks in which schools are administered by a body called *pouvoir organisateur* (in the French Community) and *inrichtende macht* (in the Flemish Community). The first network is administered directly by the Ministry, while the second is under the authority of the municipality or province and the third consists of private grant-aided schools, in which school heads report directly to the person or association responsible for the school. In the Netherlands, school heads are responsible to a *bevoegd gezag* (competent authority), which may be a municipality (public education) or the school's founding body or association (private grant-aided education).

The situation in the EFTA EEA countries varies widely. In Iceland and Liechtenstein, primary school heads are responsible to local authorities and to the Ministry, while heads at upper secondary level are under the direct authority of the Ministry. In Norway, the state administers education via local authorities (compulsory education) and regional authorities (upper secondary education) which have authority over school heads.

Approaches to the management of human resources thus appear to vary widely. These approaches nonetheless fall into three main categories:

- In many countries, the management of human resources is centralised, despite a trend towards deconcentration. Recently, Ministries in several countries (Greece, France and Portugal) have entrusted some of their authority to regional administrations.
- In some, mainly Scandinavian, countries, municipalities or counties/provinces have full authority over the school system.

[1] For details concerning bodies at school level and competent authorities other than public authorities, the names of which appear in italics, see the glossary on pages 18, 19 and 20.

[2] In those Autonomous Communities which do not yet have full responsibility for education, the school head reports directly to the central State.

[3] The term 'deconcentration' is used here to mean the transfer of decision-making powers to geographically dispersed agents of the central authority. It should be distinguished from 'devolution', which refers to the transfer of decision-making powers to some regional or local authority that is not directly accountable to the centre.

[4] The term 'organisation' is used here to cover all areas of decision-making that enable the school to function, including the recruitment of staff.

- A few countries (Belgium, the Netherlands in private grant-aided schools, Ireland, England and Wales and Northern Ireland in public sector and grant-aided schools) grant a large measure of autonomy to a council or body, other than those of the public authorities, which is responsible for the school.

Qualifications, basic training and professional experience

All countries require that candidates for the position of school head have teaching experience. The amount of experience required is five years in France (secondary education), Italy and Portugal, and will total five years in Spain as well from the 1996/97 school year. In Belgium applicants must have ten years of professional experience and it is usual that applicants in Scotland are thus qualified. In Germany, in addition to the professional experience required, teachers aspiring to the position of school head must already hold a senior position. In England, Wales and Northern Ireland, school heads must have specific administrative experience in the school.

Several countries offer specific initial training for the position of school head. In France, applicants must undergo training before assuming their duties. Portugal has established à special course of training in school administration and education management. Finnish candidates must have a diploma in school administration. These types of training are compulsory. In Spain, accreditation and specific initial training will be required of all candidates from the 1996/97 school year.

Other countries provide training for newly appointed heads. Austria has seminars to help candidates qualify for the position. Sweden offers training for all school heads concerning new national guidelines for education. In England and Wales, a training programme is available for newly appointed school heads who wish to develop particular skills related to the job. In Scotland, staff development activities are provided to candidates who have acquired the status of school head. In other countries (Belgium, Ireland and Italy), preparatory training programmes for school heads focusing on management and administrative issues are being organised, but they are still scarce and not yet compulsory.

In the three EFTA/EEA countries, teaching experience is required. Liechtenstein and Norway require three years of teaching experience. Iceland requires two years of teaching experience as well as administrative experience (one year of provisional appointment as a school head). Initial training is not compulsory in these countries.

Recruitment procedures

Two approaches to recruitment are in use:

Recruitment following a public announcement for a specific post[1]

- based on **skills and the results of an assessment** conducted by the Ministries of the *Länder* in Germany, and — depending on the *Land* — on the basis of proposals from the local authorities (*Gemeinden*) as maintaining bodies of the public sector schools or the *Schulkonferenz*, in Austria, by the Ministry or government of the *Land*;
- by the local education authority (in Denmark, Finland and Sweden), by the regional education authority in Scotland, by the religious authority or a selection committee appointed by the *board of management* in Ireland, by the *bevoegd gezag* (in the Netherlands), the *school governing body* (England

[1] For details concerning bodies at school level and competent authorities other than public authorities, the names of which appear in italics, see the glossary on pages 18, 19 and 20.

and Wales) or *board of governors* (in Northern Ireland) based on interviews and a review of the candidate's curriculum vitae;

- '**democratic**' election by the *consejo escolar del centro* or the *conselho de escola*, both composed primarily of teachers, in Spain and Portugal respectively. In Portugal this election follows verification of the eligibility of candidates selected by a competition organised by the *conselho de escola*.

Recruitment without reference to a particular post

- selection via **competition** organised by the Ministry, as in France (at secondary level) and in Italy;
- selection by the *académie* from a **qualifying list** of applicants (in France at primary level);
- selection based on **aptitudes, qualifications and service records** and on a report by the regional council on education (in Greece);
- selection by the Government Council on the recommendation of the Ministry of Education (as in Luxembourg).

In Belgium, different systems are used in the various 'networks'.

In the EFTA EEA countries, selection is conducted by the Ministry in Liechtenstein and local or regional authorities in Norway. Until the end of July 1996, selection in Iceland was conducted by the Ministry, but from 1 August 1996 it is conducted by local authorities (pre-school and compulsory education) or by the Ministry on the recommendation of the *skólanefnd*, the body responsible for school operations in upper secondary education.

Appointment

The appointment procedure is generally similar to the recruitment process in each country. The same authority that selects candidates also makes appointments.

The school head is thus appointed by Ministerial decision or by the local authority (the municipality, county or province). More infrequently, the head is appointed directly by an authority responsible for the school which is distinct from the public authorities. This authority is the school's *pouvoir organisateur inrichtende macht* in private grant-aided schools in Belgium and the *bevoegd gezag* in private grant-aided schools in the Netherlands, the *conselho de escola* in Portugal, the *school governing body*[1] in England and Wales and the *board of governors* in Northern Ireland.

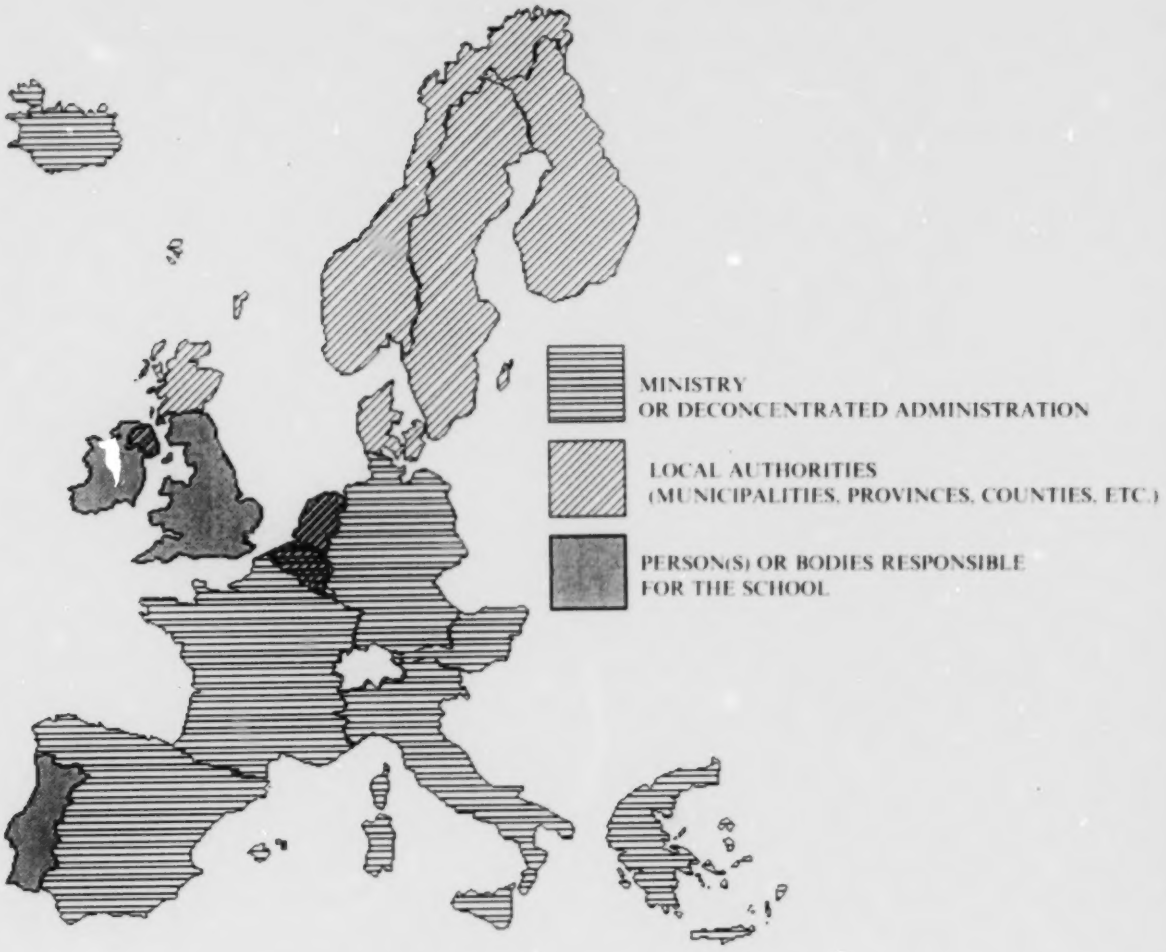
In Ireland, an appointment by the *board of management* in post-primary schools in the public sector must be approved by the Ministry.

Some countries constitute exceptions to this rule. In Greece, the regional council submits a proposal to the Prefect who appoints school heads, while in Spain school heads are selected by the *consejo escolar del centro*, but appointed by the administration.

Generally, the school head is appointed for an indefinite period, except in Greece, Spain and Portugal where appointment is for four years. In the two latter countries, the appointment of school heads may be renewed without repeating the selection process.

[1] Although the local education authority remains the formal employer of teachers and headteachers in the schools it maintains, it appoints and dismisses staff on the recommendaton of the school governing body.

Map 1: AUTHORITY RESPONSIBLE FOR APPOINTMENT OF SCHOOL HEADS AT COMPULSORY EDUCATION LEVEL



A combination of patterns indicates the co-existence of two or three possibilities.

NB: Belgium: The Communities — Provinces and Municipalities — Person or specific body in charge of school organisation.

The Netherlands: Municipalities — School's founding bodies or associations.

Northern Ireland: The Education and Library Boards — The Council for Catholic Maintained Schools — boards of governors.

Iceland: The local authorities — The Ministry on the recommendation of the *skólanefnd* (situation from 1 August 1996).

Table 2: AUTHORITIES RESPONSIBLE FOR THE RECRUITMENT AND APPOINTMENT OF SCHOOL HEADS

	Central authorities	Local authorities (public authorities)		Authorities other than public authorities		Decision-making body within the school
	Ministry or deconcentrated administration	Province, county, region	Municipality	Authorities responsible for private grant-aided schools	Body *responsible for* the school	
B						
DK						
D			Local government			*Schulkonferenz*
GR	Ministry		Regional Councils (primary/ secondary)			
E						*Consejo escolar del centro*
F						
IRL				Denominational authority	*Board of management*	
I						
L						
NL						
AT						
P						
FI			Municipal Council			
SE			Municipal Council			
UK (E/W)		*Local education authority*				
UK (NI)						
UK (SC)						
IS*						*Skólanefnd* (upper secondary)
LI						
NO						

(a) Appointment (b) Recruitment (a) + (b)

* The table shows the situation in Iceland from 1 August 1996.

Position and role

The role of the school head depends on the degree of autonomy of the school.

- In an **essentially executive capacity,** the school head is responsible for enforcing the decisions of the *conselho de escola* in Portugal.
- In an **executive and coordinating capacity,** the head is concerned with timetables, the assignment of pupils to classes, facilities, and also:
  - implementing Ministerial directives in Greece;
  - enforcing the decisions of the *board of management* in Ireland;
  - assuring the coordinated implementation of Ministerial directives and decisions of the *conseil d'administration* in France.
- As a **hierarchical executive and superior**, the school head is responsible for inspecting teachers' work and
  - for implementing Ministerial directives in Luxembourg;
  - for assuring the coordinated implementation of Ministerial directives and decisions of the *Schulkonferenz* in Germany, the *consiglio di istituto* in Italy, and the *Bezirksschulräte*, the *Landesschulräte*, the *Schulforum* and *Schulgemeinschaftsausschuß* in Austria.
- In **cooperation with the competent authority or the council responsible for school organisation,** the head assists in planning for staff coverage (recruitment) and has administrative, financial and educational responsibilities in the Netherlands and in England, Wales and Northern Ireland.
- As the person responsible for administrative and pedagogical functions, the head may be assisted in this task by the *skolebestyrelse* in Denmark.
- As the person **responsible for the school's performance** in Sweden, the head must, among other responsibilities, ensure that the activity of the school as a whole is focused on attaining national goals, i.e. by drawing up a local work plan and following-up and evaluating school results.

In Belgium, the role of the school head varies according to the school's *pouvoir organisateur*. In Finland, the head's role depends on the municipality.

In the EFTA/EEA countries, the school head's role also varies. In Iceland, the head oversees both education activities and teaching staff. In Liechtenstein, the head implements Ministerial directives. In Norway, the school head has responsibility for administrative and educational operations and is supported by the municipal council and the *samarbeidsutvalg* in compulsory education or by the *skoleutvalg* and the county council in upper secondary education.

Administrative responsibilities

As a general rule, school heads are responsible for implementing

- Ministerial directives (in Belgium and Luxembourg);
- decisions of the *board of management* (Ireland);
- decisions taken at various levels, in particular at those of the Ministry and of the body responsible for the operation of the school (Germany, Spain, France, Italy, Austria, Portugal).

In the Netherlands and the United Kingdom (except in Scotland), the school head works with the *bevoegd gezag*, the *school governing body* and the *board of governors* to define and administer general school policy. In Greece, the school head has a limited number of responsibilities.

Financial responsibilities

The responsibility of school heads for financial matters is rather limited. School heads serve primarily in an executive capacity, managing the funds which are allocated to them.

In some countries, Belgium (Flemish Community), Denmark, Spain, Ireland, Austria, Portugal and Sweden, school heads are responsible for drafting the budget estimates to submit to the body responsible for the operation of the school. After this budget is approved, the head has a certain amount of freedom as concerns expenditure and revenues. In France, in secondary education, and in Italy, school heads are in charge of a budget approved by the *conseil d'administration* or the *consiglio di istituto* and submitted to the supervisory authorities for their inspection. School heads in England, Wales and Northern Ireland are accountable to the *school governing body* or the *board of governors* which governs the school for the use of financial and other resources. In Greece, school heads have practically no financial responsibility. In the Netherlands, financial responsibilities fall to the *bevoegd gezag* (the competent authority responsible for the school).

Educational responsibilities

School heads have much more extensive responsibilities for education.

In most countries, the school head is responsible for the **general operation of the school**, for timetables, the distribution of pupils among classes and the assignment of facilities. In some cases, the head shares this responsibility. In Denmark, for example, the pedagogic council gives its opinion on educational matters; in Spain, the *consejo escolar del centro* and the head of studies and the teachers' council assist the head with these tasks; and in Portugal, decisions in these areas are taken by the *conselho de escola* based on proposals issued by the educational council and submitted by the school head.

School heads in these three countries also share responsibility with a collegiate body for the **school project or activity plan**. This is also the case in Belgium, France and Italy.

The school head ensures the **implementation of the curriculum** in Belgium, Germany, Italy, Luxembourg and the United Kingdom. The head monitors educational consistency among teachers in Germany, Austria and Sweden. Heads in Denmark are responsible for the choice of **optional subjects**; in Belgium (Flemish Community) and Ireland, they choose **teaching materials**. Heads, in consultation with their staff, define electives and select materials and **teaching methods** in England and Wales.

The school head is responsible overall for the **evaluation and monitoring of pupils' knowledge and progress** in Belgium (Flemish Community), France, Austria, Sweden and Scotland.

The school head is responsible for **disciplinary measures** in Belgium, Germany, Ireland, Italy and Scotland. In Portugal, heads share this responsibility with the *conselho de escola* which decides on the more severe sanctions.

The head **assesses teachers and visits classrooms** in Belgium, Germany, Luxembourg, Austria, England and Wales. The head must organise **in-service training** for teachers or provide educational support in Belgium (Flemish Community), Ireland, Austria, Sweden and the United Kingdom. The head must allocate non-teaching tasks in Denmark, Germany and the United Kingdom.

The school head's educational responsibility is relatively limited in Liechtenstein. If a school is not operating smoothly, the head must call in inspection officials. By contrast, in Iceland, the responsibility of school heads in this area is extensive. They draft teaching plans and are responsible for educational activities and the supervision of teachers. In Norway, the *samarbeidsutvalg* in compulsory education and

skoleutvalg in upper secondary education (advisory bodies at school level) take certain decisions regarding the education provided in the school and for which the head is responsible.

Responsibility for public relations

In nearly all countries, the school head has an important 'public relations' role, dealing with parents, education authorities, other schools, and outside partners such as the business world in the case of vocational education.

This role also includes certain aspects of education in social and human relations. This responsibility is described in detail in Swedish law, which stipulates that the school head is responsible for preventing any form of persecution or bullying among pupils and teachers and for ensuring that pupils are informed of the dangers of tobacco, narcotics and other drugs. In Italy, the head's responsibility for the promotion of health education and prevention of drug abuse, although not yet legally defined, has an increasingly important place among the school head's tasks and is being discussed within the associations of school heads.

Table 3: RESPONSIBILITIES OF SCHOOL HEADS AND VARIOUS COUNCILS

	Recruitment of teachers	Administration	Organisation of teaching	Public relations
B fr		the *directeur* or the *préfet*	the *directeur* or the *préfet*	the *directeur* or the *préfet*
B nl		the *directeur*	the *directeur*	the *directeur*
DK	the *skolelederr* advises the local authorities	the *skolebestyrelse* with the *skolelederr*	the *skolelederr*, advised by the *paedagogisk rad*	the *skolelederr*
D		the *Schulleiter* and senior staff	the *Schulleiter* in consultation with the *Lehrerkonferenz* and partly with the *Schulkonferenz*	the *Schulleiter*
GR		the *diefthindis scholeiou* in collaboration with the teachers' association	the *diefthindis scholeiou* (coordination)	the *diefthindis scholeiou*
E		the *secretario* or the *administrador*	the *director* with the *jefe de estudios*, the *consejo escolar*, the *claustro de profesores*	the *director*
F		the *conseil d'administration* presided over by the *chef d'établissement*	the *directeur d'école* and the *chef d'établissement*	the *directeur d'école* and the *chef d'établissement*
IRL		the *board of management* and the *principal*	the *principal*	the *principal* under the auspices of the *board of management*
I		the *consiglio di circolo istituto* with the *direttore didattico* or *preside*	the *direttore didattico* or *preside*	the *direttore didattico* or *preside*
L		the *directeur*, advised by the *conseil d'éducation*	the *directeur* inspects teachers	
NL	the *directeur* or *rector* assists the *bevoegd gezag*	the *directeur* or the *rector* under the aegis of the *bevoegd gezag*	the *directeur* or the *rector* under the aegis of the *bevoegd gezag*	the *directeur* or the *rector* under the aegis of the *bevoegd gezag*
AT		the *Schulleiter*	the *Schulleiter* with the *Lehrerkonferenz*	the *Schulleiter*
P		the *conselho de escola*	the *conselho pedagogico* and the *conselho de escola*	the *director executivo* and the *conselho de escola*
FI	the *rehtori johtaja* in some municipalities	the *rehtori* or the *johtaja*	the *rehtori* or the *johtaja*	the *rehtori* or the *johtaja*
SE	the *rektor*	the *rektor*	the *rektor*	the *rektor*
UK (E W)	the *school governing body* and the *headteacher*	the *school governing body* and the *headteacher*	the *school governing body* and the *headteacher*	the *school governing body* and the *headteacher*
UK (NI)	(the *board of governors*)[1]	the *board of governors* and the *headteacher principal*	the *board of governors* and the *headteacher principal*	the *board of governors* and the *headteacher principal*
UK (SC)		the *headteacher* and the *School Board*	the *headteacher*	the *headteacher*
IS		the *skolastjori*, the *rektor skolameistari*	the *skolastjori*, the *rektor skolameistari*	the *skolastjori*, the *rektor skolameistari*
LI		the *Schulleiter*	the *Schulleiter*	
NO		the *rektor* assisted by the *samarbeidsutvalg* or the *skoleutvalg*	the *rektor* and the *samarbeidsutvalg* or the *skoleutvalg*	the *rektor*

[1] The *Education and Library Boards* and the *board of governors* (for controlled schools), the *board of governors*, the *diocesan office* and the *Council for Catholic Maintained Schools* (for Catholic maintained schools), and the *board of governors* (for all other schools).

Teaching activities

School heads have no teaching responsibilities in secondary education in five countries (Belgium, France, Italy, Luxembourg and Portugal). In several other countries (Ireland, the Netherlands, Austria, Sweden and the United Kingdom), whether or not the school head teaches depends on the size of the school. Some heads keep teaching duties, the number of hours being determined by the size of the school (Denmark, Greece and Finland) or the organisational needs of individual classes (Spain).

The situation is similar in primary education, except in Belgium and France, where *directeurs* have teaching responsibilities in small schools. In Ireland, heads of primary schools are never entirely free from teaching duties. In Germany, school heads in primary and secondary education are always obliged to give lessons, but their teaching activities depend on the school type and the number of pupils in the school.

In Iceland, Liechtenstein and Norway, the scope of the head's teaching activities also depends on school size.

Assessment procedures

In over half of the Member States, school heads are subject to regular assessment. A wide variety of assessment methods are in use. In Greece, assessments are performed every four years when a new school head is appointed. In France, assessment is carried out by *inspecteurs de l'Éducation nationale* at primary level and by *recteurs d'Académie* in secondary education. The results of the assessment are added to the school heads' administrative marks under a points system and has an impact on their career. In Ireland, primary school heads are assessed within the framework of school inspection, but there is no formal system of assessment at secondary level. In Italy, *provveditori agli studi* (administrative bodies at provincial level) are responsible for assessment which has no bearing on a head's career unless it is completely negative. In the Netherlands, there is no formal assessment at primary or secondary level; the task of assessing school heads falls to their employers (*bevoegd gezag*). In Austria, inspectors are responsible for monitoring school heads' activities and call upon supervisory authorities in case of problems. In Portugal, the regional director of education gives each school head a rating every year. The Swedish National Education Agency is responsible for the assessment of school heads, among its other assessment responsibilities. In the United Kingdom, school heads are subject to regular appraisal; their performance is assessed within the framework of school inspection in England, Wales and Scotland.

In Spain, the new education law (LOPEG) has implemented an assessment procedure for school heads. Assessment criteria have already been determined for the territory managed by the Ministry of Education and Science. This procedure forms part of the more general external evaluation of schools carried out by the education inspector in cooperation with the school's management and curricular bodies.

In three countries, assessment is performed at different stages in a school head's career. In Denmark, school heads have a two-year probationary period which is typical for all civil servants. In Germany, heads are assessed at the time of promotions or transfers, like all civil servants. In Finland, municipalities may assess school heads appointed for a fixed period before renewing their contracts.

None of the three EFTA/EEA countries has a system for the assessment of school heads.

Table 4: ASSESSMENT OF SCHOOL HEADS

Regular assessment	Assessment at the time of promotion or renewal of contract	No assessment
Greece, Spain, France, Ireland, Italy, Netherlands, Austria, Portugal, Sweden, United Kingdom	Denmark, Germany, Finland	Belgium, Luxembourg, Iceland, Liechtenstein, Norway

Associations of school heads

Most countries, Belgium (French Community), Denmark, Germany, Greece, France, Ireland, Italy, Luxembourg, the Netherlands, Austria, Finland, Sweden and the United Kingdom, have associations of school heads which aim mainly to defend or promote their position, to facilitate exchanges of views, and to ensure greater autonomy and better training for school heads. The existence of such associations is evidence of a trend towards enhancing the professional status of school heads.

Associations of school heads are also found in Iceland, Liechtenstein and Norway.

In-service training

Provision for in-service training is not widespread, but is gradually being established in many countries (Belgium, Germany, Denmark, Greece, Spain, France, Ireland, Italy, Luxembourg, Austria and the United Kingdom), although it is not compulsory. In Sweden, a training programme is recommended for all current school heads. In Finland, school heads take part in in-service training for three days each year.

The issues addressed in these in-service training programmes concern the three basic types of responsibilities generally incumbent upon school heads in the European Union:

- **educational responsibilities**: school heads are teachers who must be capable of conducting didactic research and preparing educational plans;
- **administrative and financial responsibilities**: school heads must have an aptitude for dynamic management of the organisation of their schools, in compliance with the laws and directives imposed by the competent authorities and within a given budget;
- **responsibility for the management of human resources**: school heads must be, first and foremost, team leaders.

Glossary: BODIES AT SCHOOL LEVEL AND COMPETENT AUTHORITIES OTHER THAN PUBLIC AUTHORITIES[1]

Authorities responsible for SCHOOL ORGANISATION (recruitment of teachers, etc.)

Pouvoir organisateur (B fr) PRIMARY AND SECONDARY EDUCATION

Body responsible for the organisation of a school.

In private grant-aided schools, an individual or an association; in public education, the Community, province or municipality.

Inrichtende macht (B nl) PRIMARY AND SECONDARY EDUCATION

Body responsible for the organisation of a school.

In private grant-aided schools, an individual or an association; in public education, the Community, province or municipality.

Bevoegd gezag (NL) PRIMARY AND SECONDARY EDUCATION

Competent authority for a school.

In private grant-aided schools, an association or foundation, denominational or not; in public education, the municipal council.

The *directeur/rector* participates in all of its activities, except in the area of finance.

Councils responsible for SCHOOL ORGANISATION (recruitment of teachers, etc.)

Board of management (IRL) PRIMARY AND SECONDARY EDUCATION

Body composed of religious authorities or school administrators, parents and teachers.

The *principal teacher/principal* is responsible for application of administrative decisions.

School governing body (E/W) PRIMARY AND SECONDARY EDUCATION

Body composed of representatives of parents, teaching and non-teaching staff and, depending on the type of school, representatives of LEAs or other entities.

The *headteacher* is involved in all of its activities.

Board of governors (NI) PRIMARY AND SECONDARY EDUCATION

Body composed of representatives of parents, teaching and non-teaching staff and, depending on the type of school, representatives of *Education and Library Boards* or other entities.

The *headteacher/principal* is involved in all of its activities.

[1] For detailed information on this subject, see the document entitled 'Consultative councils and other forms of social participation in education in the European Union', EURYDICE, June 1996.

Bodies responsible for SCHOOL OPERATIONS
(administration, budget and/or organisation of teaching)

Skolebestyrelse (DK): *FOLKESKOLE* AND UPPER SECONDARY GENERAL EDUCATION

Body responsible for operations (administration, budget, organisation of teaching), composed of representatives of parents and teachers.

The *skoleleder* is responsible for enforcing this body's decisions.

Scholiki Epitropi (GR) PRIMARY AND SECONDARY EDUCATION

Body responsible for operations (administration, budget) composed of the *diefthindis scholeiou*, representatives of teachers and pupils.

Consejo escolar del centro (E) PRIMARY AND SECONDARY EDUCATION

Body responsible for operations (budget, organisation of teaching), management and inspection, composed of teachers, parents, pupils, administrative staff and a representative of the municipal authorities (in the public sector) or three representatives of the *titular* (person or body responsible for the school) in private grant-aided education.

The *director* is elected by this body, chairs it and ensures that its decisions are implemented.

Conseil d'administration (F) SECONDARY EDUCATION

Body responsible for school operations (administration, budget, organisation of teaching), composed of representatives of teachers, parents, pupils and the competent authority.

The *chef d'établissement* chairs this body and enforces its decisions.

Consiglio di circolo/di istituto (I) PRIMARY/SECONDARY EDUCATION

Body responsible for operations (administration, budget, organisation of teaching), except for strictly didactic issues (for which teachers are responsible), and composed of representatives of teachers, parents and pupils.

This council is chaired by a parent, not by the *Direttore Didattico* or the *Preside*.

Conselho de área escolar/de escola (P) PRIMARY/SECONDARY EDUCATION

Body responsible for operations (administration, budgets, organisation of teaching), a fully-fledged management body composed of representatives of teachers, parents, pupils and local authorities.

The *director executivo*, who is chosen and appointed by this council, has no voting rights within it but is responsible for enforcing its decisions.

Skólanefnd (IS) UPPER SECONDARY EDUCATION

Body responsible for school operations (budget, organisation of teaching) composed of representatives of the Ministry of Culture and Education and of local authorities. The *rector/skólameistari*, teachers and students have the right to attend the meetings of the school board and state their opinions or make suggestions. The *rector/skólameistari* ensures that the decisions of the body are implemented.

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Body with a consultative role at school level

Schulkonferenz (D) PRIMARY EDUCATION (not in all *Länder*) AND SECONDARY EDUCATION

Body with a consultative and advisory role concerning the organisation of school life and teaching, composed of representatives of parents, teachers and pupils.

In some *Länder*, the *Schulkonferenz* is involved in the recruitment procedures for the *Schulleiter*.

The *Schulleiter* chairs this body and ensures that its decisions are implemented.

Conseil d'éducation (L) SECONDARY EDUCATION

Primarily a consultative body composed of teachers, parents and pupils.

Schulforum/Schulgemeinschaftsausschuß (AT) PRIMARY/SECONDARY EDUCATION

Consultation and decision-making bodies consisting of parents and teachers (*Schulforum*, primary education) or parents, pupils and teachers (*Schulgemeinschaftsausschuß*, secondary education).

School Board (SC) PRIMARY AND SECONDARY EDUCATION

Body of a mainly consultative nature, composed of parents, teachers and local elected officials, for the purpose of the gradual and efficient delegation of administrative powers which have until now been the province of education authorities.

Skólaráð (IS) UPPER SECONDARY EDUCATION

Body with a consultative role concerning the daily running of the school, composed of the vice-principal, teachers and pupils. The *rector/skólameistari* chairs the council.

Samarbeidsutvalg/Skoleutvalg (NO) COMPULSORY/UPPER SECONDARY EDUCATION

Body with a consultative role concerning the administration of a school and the education it provides, composed of representatives of parents, teaching staff and local authorities.

SUMMARY TABLES

	Diploma (and basic training) required	Professional experience required
B fr	Same qualifications as required of teachers for the same level of education; no official preparation.	Ten years of service as a member of teaching staff.
B nl	Same qualifications as required of teachers for the same level of education; no official preparation.	Ten years of service as a member of teaching staff.
DK	Same qualifications as required of teachers for the same level of education.	Teaching experience.
D	Same formal qualifications as required of teachers in the school concerned.	Professional experience and a senior position in a school of the same type or level where the position is available.
GR	Same qualifications as required of teachers for the same level of education.	Teaching experience.
E	Same qualifications as required of teachers for the same level of education; accreditation and initial training required as of 1996 97.	Five years of teaching experience and one year of permanent assignment to the school.
F	*Directeur*: *Instituteur* or *professeur des écoles*; *Principal*: category A civil servant, teaching staff member; *Proviseur*: *professeur agrégé* or similar status. Compulsory training.	Primary: at least three years of teaching experience Secondary: five years of staff experience.
IRL	Teacher status as required for teaching at the same level.	Teaching experience required (five years for primary schools).
I	Same qualifications as required of teachers (for elementary school: teaching certificate or university diploma).	Five years of teaching experience. No initial training required.
L	Same qualifications as required of teachers for the same level of education.	No professional experience required by law, but demanded in practice.
NL	Qualified teacher status.	Appropriate teaching and management experience.
AT	Same qualifications as required of teachers for the same level of education.	Duration of professional experience is one criterion used in assessing candidates.
P	Same qualifications as required of teachers for the same level of education; special training in school administration and education management.	Five years of teaching experience.
FI	Teaching diploma and school administration diploma.	None, in principle.
SE	National training programme of some 30 days' duration for school heads.	Pedagogical competence required by law, other requirements set locally by municipalities and county councils.
UK (E/W, NI)	Qualified teacher status.	Teaching and management experience.
UK (SC)	Diploma from an institution of higher education or equivalent (Bachelor's degree).	Two years of provisional service and full registration with the General Teaching Council for Scotland + professional experience of some 10 years expected, including administrative as well as teaching duties.
IS	The same qualifications as required of teachers for the same level of education.	At least two years of teaching experience, including one year's provisional appointment as school head.
LI	The same qualifications as required of teachers for the same level of education.	Three years of teaching experience.
NO	The same qualifications as required of teachers for the same level of education.	Three years of teaching experience.

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	Recruiting methods	Appointment
B fr	Official community network: *brevet de promotion* after examination and assessment of personal file; Grant-aided education: various procedures.	By the *pouvoir organisateur* (person or body responsible for the school).
B nl	Official community network: examination and assessment of personal file.	Official community network: by the Minister.
DK	Public announcement of vacancy; selection based on CV and interview by the municipal or county council.	By municipality or county.
D	Selection based on the applicants' aptitude, ability and professional knowledge; local authorities as maintaining bodies of schools and *Schulkonferenz* (advisory body) may be involved in the recruitment procedure.	By the *Land* Ministry of Education and Cultural Affairs.
GR	Selection based on specific criteria (training, service records, experience, aptitude) and on a report prepared by a committee composed of representatives of teachers, parents and local authorities.	Proposals submitted by the regional councils to the prefect who chooses the school head for a four-year period.
E	Election for four years by the *consejo escolar del centro* (body responsible for school operations).	Appointment for four years by administration, with approval by the *consejo escola*.
F	Primary: placement on a qualifying list; Secondary: competitive examination or placement on a qualifying list	Primary: by the *inspecteur d'academie*; Secondary: appointed as a trainee by the Minister; final appointment on the recommendation of the *recteur*.
IRL	Selection based on qualifications, merit, an assessment of skills and an interview conducted by the religious order or a selection committee reporting to the *board of management*.	By the *board of management* (body responsible for school organisation).
I	National competitive examination by type of school; classification based on prior qualifications.	By the Minister.
L	Selection made by the government council on the recommendation of the responsible minister.	By the Grand Duke.
NL	By the *bevoegd gezag* (authority responsible for school organisation).	By the *bevoegd gezag*.
AT	After public announcement, selection by the Minister from among three pre-selected candidates or by the *Land* government authorities depending on whether the teacher is employed by the *Bund* or by the *Land*.	By the Minister or by the *Land* government authorities depending on whether the teacher is employed by the *Bund* or by the *Land*. Permanent position
P	Election by the *conselho de escola* (body responsible for school operations) following a competitive selection process.	By the *conselho de escola* for four years; election approved by the regional education director; reappointment possible.
FI	Varies from one municipality to another (by the communal education committee or a local official).	Varies from one municipality to another; duration determined by municipal regulations.
SE	By municipalities and county councils.	By municipalities and county councils.
UK (E/W, NI)	After public announcement, selection based on CV and interviews.	By the *school governing body* (E/W), by the *Education and Library Board*, or the *board of governors* (NI) (Bodies responsible for the school organisation).
UK (SC)	Public announcement, followed by an interview attended by representatives of the education authority and the local community as well as the *School Board* (advisory body).	By the regional education authority.
IS	By local authorities from 1 August 1996. Upper secondary education: recommendations by the *skólanefnd* to the Minister.	By local authorities from 1 August 1996. Upper secondary education: by the Minister for a period of five years at a time.
LI	Selection made by the government.	By the government.
NO	Public announcement; selection based on curriculum vitae and recommendations by the schools.	By the municipal education committee or the county education committee.

	Position and role	Administrative responsibilities
B fr	Coordinator, at all levels; scope of activity depends on network.	Responsible for school administration and management, in compliance with ministerial directives.
B nl	Education coordinator, with broader management activities.	Responsible for administration.
DK	Role varies from one local authority to another; autonomy on organisational and educational issues; limited powers in administrative matters.	Prepares activity plan to be approved by the *skolebestyrelse* (body responsible for school operations); ensures smooth running of school; gives opinions on appointment of staff.
D	Responsible for all educational issues, in consultation with the teachers' council and the *Schulkonferenz*.	Responsible for administrative activity in relation to the Ministry of the *Land* and the local authority in public-sector schools; enforces application of *Schulkonferenz* decisions.
GR	Coordinator of activities of teaching staff.	Implements Ministerial directives; role mainly of the secretary.
E	Final authority in all administrative, financial, educational and organisational issues.	Assumes legal responsibility for the school; enforces decisions taken at various levels of authority.
F	Primary: ensures smooth running of school and that rules and regulations are complied with; Secondary: school executive, representing the state.	Secondary: responsible for the smooth running of the school; chairs the *conseil d'administration* (body responsible for school operations); prepares and executes this body's decisions.
IRL	Responsibility for educational matters which varies from one school to another.	Manages under direction of the *board of management* (body responsible for school organisation).
I	Responsible for management, coordinator of all school activities.	Legally responsible for school; manages in compliance with ministerial directives and decisions of the *consiglio de circulo istituto* (body responsible for school operations).
L	Hierarchical superior of school, implements ministerial directives.	Manages within strict limits of ministerial directives.
NL	Responsible for day-to-day running of school.	Responsible for the general running of the school, helping to plan and implement staff management policies.
AT	Hierarchical superior who must direct the school; has no influence on selection of teachers.	Implements laws, decrees and instructions from school authorities; executes decisions reached by conferences of school partners.
P	Executive director for collective decisions.	Enforces decisions of the *conselho de escola* (body responsible for school operations).
FI	Selects teachers in certain schools (task of the municipal education board in others).	Directs and supervises school operations.
SE	Pedagogical leader and head of staff; defines the local work plan, follows up and evaluates school results.	Organises the school's working environment; coordinates teachers and resources.
UK (E/W, NI)	Responsible for organisation, management and supervision of operations of the school.	Defines general school policy together with the *school governing body* or the *board of governors*.
UK (SC)	Responsibility for management and administration shared with the *School Board*; executes decisions.	Responsible for day-to-day management.
IS	Responsible for the functioning of the school and its compliance with rules, regulations and laws.	Responsible for school operations and for maintenance of school buildings.
LI	First among equals of the teachers in a school.	Has authority over technical staff.
NO	Responsible for both the administrative and pedagogical aspects of running the school.	Enforces decisions taken at various levels of administration; may be assisted by the *samarbeidsutvalg* or the *skoleutvalg* (advisory bodies).

	Financial responsibilities	Educational responsibilities
B fr	Responsible for use of school budget, with some autonomy.	Coordination and leadership of teaching staff, with relatively large degree of autonomy; assesses teaching colleagues.
B nl	Decides on use of funds; proposes budget for following year.	Coordination and leadership of teaching staff, with relatively large degree of autonomy; assesses teaching colleagues.
DK	Prepares draft budget within limits of funds allocated by municipal authority; directs financial management.	Broad autonomy; responsible for assignment and supervision of school tasks; advised by the pedagogic council.
D	Limited financial autonomy; may have discretion over part of the budget for running costs.	Decides on teachers' classes and lessons, sets the weekly timetable, is responsible for teacher assessment and ensures uniform marking standards.
GR	Enforces ministerial directives; role mainly of the secretary.	Educational autonomy is limited to methodology and belongs to teachers.
E	Responsible for financial management; defends budget to the *consejo escolar del centro*.	Chairs the *consejo escolar del centro* which takes all decisions; works together with the head of studies who is responsible for educational matters.
F	Secondary: responsible for execution of the budget voted by the *conseil d'administration*.	Ensures execution of the school project adopted by the *conseil d'administration*; responsible for school operations.
IRL	Manages budget approved by the *board of management* and or the Ministry of Education	Coordinates teaching staff, participates in development of educational plan, defines curricula and timetables.
I	Manages budget with administrative coordinator in accordance with decisions of the *consiglio di circulo istituto*.	While respecting teachers' freedom of action, promotes and coordinates teaching activities and plays a leadership role.
L	Partial financial autonomy.	Ensures implementation of directives, monitors teaching activities.
NL	The *bevoegd gezag* (competent school authority) is responsible for managing the school's financial resources.	Assists in the planning and implementation of education policies with regard to organisation of the school and its internal routine.
AT	Allocates the budget and draws up the school's annual report.	Advises teachers; inspects quality of teaching.
P	Enforces decisions of the administrative council; prepares draft budget and submits it to the *conselho de escola* for approval.	Participates in activities of the *conselho pedagógico*, submits proposals to the *conselho de escola* and enforces its decisions.
FI	Responsible for financial matters	Responsible for educational matters.
SE	Responsible for resource management.	Oversees teachers' work; focuses in particular on developing education.
UK (E/W, NI)	Works together with the *school governing body* or the *board of governors*; manages material and financial resources.	Ensures delivery of the curriculum; participates in appraisal of teachers' performance.
UK (SC)	Accountable for resource management and reports to the *School Board*.	Working with senior management team to oversee implementation of national guidelines on curriculum and assessment.
IS	Submits annual budget proposals to the local authority (compulsory education) from 1 August 1996, or to the Minister (upper secondary education); assures that budget limits are respected.	Compulsory schools: provides professional guidance for school and draws up teaching timetables; Upper secondary schools: responsible for educational activities and development work.
LI	Little autonomy in financial matters.	Ensures that the school is functioning smoothly; refers problems to inspectors.
NO	Responsible for budget within the framework set up by municipality and county authorities.	Responsible for the educational aspect of running the school; the *samarbeidsutvalg* or the *skoleutvalg* has a say in the education which is provided.

	Responsibility for school and public relations	Teaching activities	Assessment procedures
B fr	Important role in public relations with the outside world, e.g. parents' associations.	None, except at primary level in schools with fewer than 180 pupils	No system of assessment.
B nl	Important role in public relations with the outside world, e.g. parents' associations.	None, except at primary level in schools with fewer than 180 pupils.	No system of assessment.
DK	Takes all specific decisions concerning pupils.	Yes, partial release depending on size of school.	Two years of provisional service.
D	Represents the school vis-à-vis external bodies and outside individuals.	Yes, partial release depending on the type of school and number of pupils.	Assessment procedures at certain junctures of career (promotion, transfer).
GR	Responsible for managing relations with various partners in the education process.	Yes, 6 to 20 hours (primary) and 5 to 19 hours (secondary).	Every four years during recruitment procedures.
E	Manages staff and maintains contact with external entities and authorities.	Yes, between 6 and 12 hours of teaching a week.	By inspectors as part of their school assessment procedures.
F	Responsible for leading the education community and for relations with staff, parents, and local authorities.	Primary: total or partial release depending on the number of classes; Secondary: none.	Primary: by the inspector; Secondary: by the *recteur*; Administrative marking system.
IRL	Important role in maintaining contacts with outside world.	Primary: partial release in schools with more than eight teachers; Secondary: none (in schools with more than 60 pupils).	Primary: assessment as part of overall school evaluation; Secondary: no formal system of assessment.
I	Maintains relations with local entities and authorities and with families.	None.	Assessment once a year by the *provveditori agli studi*; little impact on career.
L	No directives, but responsible in practice.	None, except where needed.	Not subject to assessment.
NL	Responsible for internal and external communications.	Yes, depending on the size and type of school.	Assessment is performed by the *bevoegd gezag*.
AT	Maintains contacts with supervisory authorities and parents.	Yes, depending on size of the school.	By inspectors, as is the case for teachers.
P	Encourages participation by different members of the education community in school projects.	None.	Quality marks awarded by the regional education director.
FI	Increased responsibility due to growing competition among schools.	Yes (except in large pre-school centres), depending on the size of the school.	Assessment can take place prior to reappointment.
SE	Responsible for contacts with other schools, parents and the community; responsible for fighting all forms of discrimination.	Some school heads have teaching responsibilities, but most do not.	Part of the assessment responsibilities of the National Agency for Education.
UK (E/W, NI)	Maintains relations with parents, LEAs, other schools, the local community, employers, etc.	Yes, depending on size of school.	All teachers are subject to formal appraisal; in addition, assessment is performed in the course of school inspections (E/W).
UK (SC)	Maintains and develops links between the school and the *School Board*, parents, the community, and local businesses and industries.	Yes, in schools with up to 200 pupils.	Inspection process includes an assessment.
IS	Represents the school towards the outside world.	Yes, depending on the number of pupils.	No institutionalised system of assessment.
LI	No legal responsibility.	Yes, depending on the number of classes in the school.	No system of assessment.
NO	Maintains contact with parents and with local authorities.	Yes, depending on the size of the school.	No system of assessment.

	Associations of school heads	In-service training
B fr	Objectives: • improved status of the position; • training; • greater autonomy; • improved salary levels.	Gradually becoming established.
B nl	No data available.	Gradually becoming established: focus on teaching methods, legislation, management, marketing.
DK	Yes, at national level.	Provided by the Royal Danish School of Educational Studies and the upper secondary school education department.
D	One association at national level and several others at *Länder* level.	Training provision (personnel management, school organisation, educational issues and administration).
GR	A national association was recently set up.	Informal courses of short or long duration.
E	None yet exist.	Regular in-service training for the management team.
F	Objectives: • promote role; • foster exchanges of experience.	Primary: under the responsibility of the inspector; Secondary: organised at *académie* and national level.
IRL	Several associations represent the different groups of school heads.	Summer in-service training programme; training centres and universities offer courses during the year.
I	Objectives: • contribute to professional growth; • improve the profession; • fight for school autonomy and greater effectiveness.	One week of further training per year, which is not compulsory: innovation in teaching methods, development of educational projects.
L	Objectives: issue opinions on legislative texts and school regulations.	In-service training seminars are offered to *directeurs*.
NL	Professional associations support and represent school heads.	Exists, but not compulsory.
AT	At all levels of education (role comparable with that of professional federations).	A great many in-service initial training seminars available (conflict management, course observation techniques, communication, consultation and appraisal of teachers, law, school administration and organisation, etc.).
P	There are no associations of school heads.	No special training activities exist; access to teacher training courses possible.
FI	Finnish association of school heads (SURE FIRE).	Communes responsible for major educational subject areas; access to other courses organised by universities, training centres and associations of school heads .
SE	Objectives: • look after the interests of their members;; • safeguard working conditions for school heads; • facilitate exchanges of experience; • promote discussions on ethics.	Special programme at universities since 1992 based on new school management principles, open to school heads in service.
UK (E/W, NI)	Professional associations exist to support and represent school heads.	Well-attended professional development courses on various aspects of school management and organisation.
UK (SC)	Objectives: • professional exchange of views and public statements on educational issues.	In-service training courses on management, assessment, development of skills of teaching staff.
IS	Separate organisations for compulsory school principals and upper secondary head teachers, which serve as both professional organisations and unions.	In-service training courses in school administration: optional but well attended.
LI	The school heads conference issues opinions on legislation and makes proposals to the government.	No compulsory training, but opportunities to improve skills needed in such positions through optional courses and workshops.
NO	Norwegian association of school heads.	No special in-service training.

BELGIUM
(French Community)

Title

Pre-school level (optional, ages 3 to 6): *Directrice* (in an autonomous *école gardienne*), *Institutrice gardienne en chef* (if school is integrated in a primary school).

Primary level (compulsory, ages 6 to 12): *Directeur* (in an autonomous *école primaire*), *Instituteur primaire en chef* (if school is integrated in a secondary school).

The terms *directeur/directrice* will be in general use at all pre-school institutions and primary schools as of 1 September 1996.

Secondary level (compulsory, ages 12 to 18): *Directeur*, *Préfet des études*.

For reasons of simplification, the general term '*chef d'établissement*' will be used below.

Supervising authority

The Belgian education system is based, within each of the three Communities (French, Flemish and German-speaking Communities) on three co-existing networks:

- the official Community network,
- the official grant-aided network which is administered by the province, municipality or other public law entities,
- the private grant-aided network (denominational or non-denominational), which brings together non-official schools.

Chefs d'établissement report to the *pouvoir organisateur* (organising authority) responsible for their school, i.e. the person or body in charge of school organisation: the Minister in the case of schools organised by the French Community; provincial or municipal authorities in the case of official grant-aided schools; individuals or specific organising bodies in the case of private grant-aided schools.

Diploma (and basic training) required

The qualifications required to perform the duties of *chef d'établissement* are only laid down specifically for official education which is organised by the French Community:

Pre-school: *Diplôme d'institutrice gardienne* (currently called *institutrice maternelle*) and *brevet de promotion*.

Primary: *Diplôme d'institutrice primaire* and *brevet de promotion*.

Secondary:

a) Lower: *Diplôme d'agrégé de l'enseignement secondaire inférieur* or *titre du niveau supérieur du 2ième degré* and *brevet de promotion*;

b) Upper: *Titre du niveau supérieur du 3ième degré* (university diploma or equivalent) and *brevet de promotion*.

Promotion boards are appointed on a regular basis to deliver the *brevets de promotion*. In grant-aided schools, members of staff who are appointed to serve as *directeur* generally hold diplomas equivalent to those required in schools organised by the French Community.

Professional experience required

For schools organised by the French Community, a *chef d'établissement* must have served for at least six years in the position that gives access to the position of school head and must also have been at least a member of the teaching staff for 10 years or more.

In the case of grant-aided schools, candidates for the position of *directeur* must have served for at least six years as a permanent member of staff.

Recruitment procedures

Recruitment procedures vary depending on the network and *pouvoir organisateur*. In grant-aided (official or private) schools, several procedures are used, including aptitude tests, free choice and probationary periods.

The Community grants a *brevet de promotion* after assessment of the candidate's personal record, an examination including evaluation of two lessons given, settlement of statutory and administrative matters and an interview to determine whether the candidate has the required skills (Royal Decree of 22 March 1969).

Appointment

Appointment to the position of *chef d'établissement* constitutes a promotion and may take place only when a vacancy occurs, and the position must be exercised on a full-time basis.

Appointment is made by the *pouvoir organisateur* and, in official schools, by its organising body (Government of the French Community, Permanent Representation of the Provincial Council, Municipal Council, etc.).

A *chef d'établissement* may be appointed on a temporary basis in the three networks.

Position and role

The *chef d'établissement* is a coordinator, responsible for internal and external communication (interpersonal, institutional, with parents and the local community), coordination of the teaching staff and financial and administrative management.

The *chef d'établissement*'s role depends on the network and, in grant-aided schools, on the *pouvoir organisateur*, but also on the *chef d'établissement*'s own temperament, management style and personal aspirations. With the development of initial training and in-service training, *chefs d'établissement* are gradually becoming agents for change as well as officials responsible for the enforcement of laws and regulations.

Within the Community network there are two types of school head, depending on the level of education:

- In nursery and primary schools integrated in secondary schools, administration is the responsibility of the *instituteur en chef* who in turns answers to the school head (*préfet* or *directeur*), who is the *instituteur en chef*'s hierarchical superior;
- In autonomous nursery and primary schools and in secondary schools, the *directeur* or *préfet* is responsible for running the entire school. The *directeur* or *préfet* carries full responsibility for the educational and administrative operations of the school.

Administrative responsibility

The *chef d'établissement* is responsible for the administration and management of the school, in compliance with Ministerial directives.

Within the Community network, the *instituteur en chef* assumes the administrative organisation of classes. The *instituteur en chef* reports to the *directeur* or *préfet* about the health and safety conditions in which pupils and teachers work. Certificates of basic studies are prepared under the authority of the *instituteur en chef*, who signs them along with the *directeur* or *préfet*.

For each member of the teaching and administrative staff, the *directeur* of an autonomous primary school, or the *directeur* or *préfet* of a secondary school, drafts an annual evaluation which may influence their future careers. The *chef d'établissement* has sole responsibility for the assignment of teachers' responsibilities. The *chef d'établissement* organises and administers teachers' timetables and submits all necessary administrative and educational documents to the Ministry for their files.

In secondary schools of some size, the *chef d'établissement* is assisted by an administrative staff working under his or her authority, composed of a bursar (responsible for material resources and accounting), supervisors of pupils (supervision, discipline and other administrative duties), possibly by an administrative secretary, a *proviseur* or deputy director. If the school has a boarding section, an administrator supervises the bursar. In technical and vocational schools, one or more *chefs d'atelier* and a *chef de travaux d'atelier* serve as an intermediary between the *chef d'établissement* and the teachers.

In private grant-aided schools, *directeurs* have the same functions, in some cases with greater autonomy depending on the degree of freedom allowed by their *pouvoir organisateur*.

Financial responsibilities

The *chef d'établissement* is responsible for the use of the school's budget and enjoys a certain degree of autonomy. In secondary education (in all three networks) a bursar is always appointed to assist the *directeur* with the administration of the school's financial and material resources. In primary education organised by the French Community, assistance is provided by an accountant.

Educational responsibilities

The *chef d'établissement* is responsible for the coordination and guidance of the educational staff. The school has a relatively large degree of autonomy concerning choice of methods and development of an education plan. *Chefs d'établissement* have the authority to evaluate their teaching colleagues' educational skills.

The *chef d'établissement* has the task of assigning pupils to classes and is responsible for the supervision and educational guidance of teachers, for teachers of religion and ethics, and for physical education teachers. The *chef d'établissement* determines their respective timetables for teaching and supervision and attends some of their lessons to gather information for the end-of-year evaluation reports.

Responsibility for school and public relations

The *directeur* of an autonomous primary school or the *chef d'établissement* of a secondary school plays an important role in maintaining relations with the public in the city where the school is located. *Directeur* and *chef d'établissement* must uphold the school's reputation.

The *instituteur en chef* is a natural intermediary between the teaching staff and the *chef d'établissement*, and must also monitor the quality of the school's relations with the Ministry of the

French Community, the parents' association, the neighbouring basic education schools within its network and other school networks and the psycho-medico-social centres.

Teaching activities

Primary: the *instituteur en chef* is relieved of teaching duties and is responsible for only administrative tasks in schools with more than 180 pupils.
Secondary: *directeurs* or *préfets* devote themselves entirely to this position.

Assessment procedures

No system for assessing *chefs d'établissement* exists.

Associations of school heads

Associations of *chefs d'établissement* have been created to

- increase the social prestige of the position;
- provide staff development activities for new *chefs d'établissement* (in economic management, human relations, promotion and administration of the education plan);
- promote autonomy in relation to local political and administrative authorities;
- protect economic and legal interests.

In-service training

In-service training of *chefs d'établissement* is gradually becoming established via associations of school heads, universities and bodies for in-service teacher training in each school network.

BELGIUM
(Flemish Community)

Title

Directeur (for all levels)

Supervising authority

The Belgian education system is based, within each of the three Communities (the French, Flemish and German-speaking Communities), on three coexisting networks:

- the official Community network;
- the official grant-aided network, which is administered by the province or municipality;
- the private grant-aided network (denominational or non-denominational), within which each school is administered by an organising authority (*inrichtende macht*).

The *directeurs* report to the authority responsible for the network: the Minister in the case of the Community, provincial or local authorities in the case of official grant-aided schools, and the particular organising authority for private grant-aided schools.

Diploma (and basic training) required

Primary: *Onderwijzer*

Lower secondary: *Regent*

Upper secondary: *Geaggregeerde voor het hoger secundair onderwijs*

No official training is provided. Initial training has been developed but is not coordinated. This type of training is not compulsory.

Professional experience required

Ten years of service (for the official Community network).

Recruitment procedures

In official schools (of the Community) only:

Recruitment is based on an examination (oral and written), the curriculum and content of which are determined by a Ministerial decree, as is the number of certificates to be granted.

A Promotion Committee classifies candidates by merit on the basis of two main criteria: the information contained in the candidate's personal file and performance in the promotion examination.

The Minister designates a candidate who holds the promotion certificate and meets all of the following requirements: employment in a position involving full performance of duties, at least ten

years of experience including six in the current position, rating of 'good' or better on latest assessment reports and recent inspection reports, and appointment to a position via recruitment or selection.

Appointment

In official schools (of the Community) only: the Ministry makes appointments by decree.

Position and role

The *directeur* is a coordinator, responsible for internal and external communication (interpersonal, institutional, with parents and the local community), coordination of the teaching staff and financial and administrative management.

The *directeur*'s scope of activity depends on the network and, in grant-aided schools, the organising authority, and also on the school head's temperament, management style and personal aspirations. With the development of initial training and in-service training, *directeurs* are gradually becoming agents for change as well as officials responsible for the enforcement of laws and regulations.

In addition to teaching duties, the *directeur* will in the future be required to fulfil other administrative responsibilities, such as promotion of the school and central organisation of the school as a whole. *Directeurs* must prepare for more complex management tasks and will be obliged to delegate certain tasks and/or undergo further training.

Administrative responsibilities

The *directeur* is responsible for the administration of the school and heads the administrative staff. *Directeurs* are responsible for the registration of pupils and for their administrative records, as well as for the records of each member of staff.

Financial responsibilities

The *directeur* is co-responsible for decisions on the use of financial allocations. At the end of each school year, the *directeur* informs the organising authority of the school's financial situation and proposes a budget for the following year.

As concerns administration of material resources (in private grant-aided schools only), when accepting the position, the *directeur* prepares an inventory of the furnishings, supplies and other property of the school. The *directeur* is responsible for the school's material situation, for maintenance and repairs when necessary and for the purchase of furnishings and equipment.

Educational responsibilities

The *directeur* takes responsibility for coordination in this area by

- maintaining the highest possible degree of personal contact with the staff;
- regular class visits;
- regular organisation of staff meetings to discuss educational issues and teaching methods;
- providing particular educational support to beginning teachers;

- encouraging staff members to make responsible, optimal and educational use of lesson time;
- choosing textbooks and teaching materials, in consultation with teachers;
- evaluating teachers' annual teaching plans, course preparation and class records;
- promoting cooperation between teachers;
- encouraging staff members to undergo in-service training;
- participating in the reform process in a critical and constructive manner.

The *directeur* maintains an evaluation file for each teacher throughout his or her career, containing reports on class visits and communication of documents, for example.

The *directeur* follows pupils' progress, specifically by monitoring 'class councils' and checking the reports.

Responsibility for school and public relations

The *directeur* plays an important role in maintaining relations with the public in the city where the school is located. The *directeur* must uphold the school's reputation and is responsible for recruiting an adequate number of pupils. The *directeur* must also monitor the quality of the school's relations with the Ministry of the Flemish Community, the parents' association and the neighbouring basic education schools of its network and other school networks.

Teaching activities

Primary: the *directeur* is relieved of teaching duties and has only administrative tasks in schools with more than 180 pupils.

Secondary: *directeurs* devote themselves entirely to this position.

Assessment procedures

No system for assessing *directeurs* exists.

Associations of school heads

Information unavailable.

In-service training

In-service training is gradually becoming established and focuses on the following areas: educational methods, legislation, personnel management, financial and material administration, organisational skills, marketing (promoting the school) and social skills (conflict resolution and conducting meetings).

DENMARK

Title

General term: *Skoleleder*

Primary and lower secondary level *(folkeskole)*: *Skoleinspektor*

General upper secondary level: *Rektor*

Supervising authority

The state administers public education, mainly through local authorities:

- the municipality for nursery and the *folkeskole* (primary and lower secondary education, ages 7 to 16);
- the county for general upper secondary education. One school is run directly by the state, while some schools are private (enrolling 10% of pupils and receiving state aid).

Diploma (and basic training) required

The same diplomas as are required for teaching at the respective level of education.

Danish citizenship and a certificate of good conduct.

Professional experience required

Teaching experience is required.

Recruitment procedures

Vacancies in municipal and county schools are advertised. Applicants are evaluated and recommended by the *skolebestyrelse* (body composed of parents and teachers which is responsible for school operations: maximum number of pupils per class, school budget, subject areas, school activity plan).

Selection is conducted by the municipal council on the basis of diplomas (curriculum vitae) and an appraisal and interview.

Appointment

By the municipality (*folkeskole*) or the county (upper secondary schools).

Position and role

Skoleledere have administrative and educational responsibility for the school. They are responsible for the school's activities to the *skolebestyrelse* and the municipal council. In performing these tasks, the *skoleleder* is supported by staff members.

Administrative responsibilities

The *skoleleder* prepares a school activity plan to be presented to the *skolebestyrelse* for its approval. The *skoleleder* is responsible for the normal smooth operation of the school and for maintenance of school buildings.

The *skoleleder* drafts recommendations to the *skolebestyrelse* concerning the maximum number of pupils per class, the school's budget and requirements for equipment.

The *skoleleder* expresses an opinion to the municipal council concerning the appointment and dismissal of teachers and staff members.

Financial responsibilities

The *skoleleder* prepares a school activity plan to be presented to the *skolebestyrelse* for its approval and a draft budget within the limits of the funds allocated by the competent authority (municipality or county). The *skoleleder* is then responsible for financial management.

Educational responsibilities

The *skoleleder* enjoys a great deal of autonomy in educational matters. The *skoleleder* is responsible for supervision of tasks and their distribution among the teaching staff, the class timetable, composition of classes, assignment of non-teaching duties, the choice of optional subjects (among those allowed) and enrolment of pupils, among other duties. The *skoleleder* supervises the assignment of teaching posts to school staff.

The *skoleleder* discusses educational issues with the *paedagogisk råd* (pedagogical council), which is composed of the *skoleleder* and all teachers in the school. This council acts as an adviser to the *skoleleder* who decides which issues should be submitted to the council: school curriculum, class composition, the distribution of courses and subject areas, rules for excursions, experiments, theme days, study clubs and composite classes, among other issues.

Responsibility for school and public relations

The *skoleleder* takes all specific decisions with respect to pupils.

Teaching activities

The *skoleleder* continues to teach; the number of classes depends on the size of the school.

Assessment procedures

Skoleledere have a two-year probationary period, as do all civil servants.

Associations of school heads

The association of school heads at primary and lower secondary level *(folkeskole)* is called *Danmarks skolelederforening*.

The association of school heads at general upper secondary level is called *Gymnasieskolernes Rektorforening*.

In-service training

In-service training at the *folkeskole* level is organised by the Royal Danish School of Educational Studies.

In-service training for teachers at general upper secondary education is organised by the Department of Upper Secondary Education.

GERMANY

Title

Primary level (pupils aged 6 to 10 in fourteen *Länder*, 6 to 12 in two *Länder*): *Rektor* (*Grundschule*), *Sonderschulrektor* (*Sonderschule*).

Lower secondary level (pupils aged 11 to 15/16): *Rektor* (*Hauptschule*), *Realschulrektor* (*Realschule*), *Sekundarschulrektor* (*Sekundarschule*), *Regelschulrektor* (*Regelschule*), *Sonderschulrektor* (*Sonderschule*), *Studiendirektor/Oberstudiendirektor* (*Gymnasium*), *Rektor/Oberstudienrat/Direktor* (*Gesamtschule*)

Upper secondary level (pupils aged 15/16 to 19): *Studiendirektor/Oberstudiendirektor/Direktor* (head of the upper level of the *Gymnasium*, head of *Gesamtschule* with the *gymnasiale Oberstufe*, head of vocational schools).

The title and salary bracket for school heads and deputy school heads depend on the number of pupils in the individual school. For this reason, the title for school heads may be different for the same school type. For the purposes of this document, the general term *Schulleiter* is used.

Supervising authority

School heads (*Schulleiter*) are responsible to the school administration structured in a three-tier system, in which the Ministries of Education and Cultural Affairs of the 16 *Länder* form the upper level, the *Bezirksregierungen* (regional school departments) or *Oberschulämter* (independent upper-level schools' offices) form the middle tier, and the *Schulämter* (schools' offices of the local authorities) form the lower tier.

In his function as a school head, he has to comply with legal and administrative stipulations of the schools supervisory authorities to conduct the school's internal affaires.

For the management of external school affairs, which include the construction and upkeep of school buildings and the purchase and supply of textbooks and other teaching aids, the *Schulleiter* cooperate with the local authorities as the authorities maintaining the public-sector schools and are bound by their instructions in this field.

The *Schulleiter* is responsible for educational and pedagogical work in the school as a whole, but the school's autonomy is rather limited as regards financing. Private schools are also subject to state supervision, i.e. to the Ministry of Education and Cultural Affairs of the *Land*.

Diploma (and basic training) required

The same formal teaching qualifications as are required of teachers in the schools concerned.

Professional experience required

Applicants are required to have professional experience and to hold a senior position in the school type or school level where the *Schulleiter* position is available. Applicants must have achieved good ratings in periodic evaluations performed during their years of teaching service.

Recruitment procedures

When a new *Schulleiter* needs to be chosen, the vacancy must be advertised officially in a Ministry bulletin or in the newspapers. The recruitment procedures take into account the applicant's aptitude and ability. An assessment of the teacher's professional performance is drawn up before a decision is taken to promote an applicant to the position of *Schulleiter*. In some *Länder*, the local authorities, serving as the maintaining bodies of the public-sector schools, and the *Schulkonferenz* (advisory body composed of parents, teachers and pupils) are involved in the appointment of the *Schulleiter*. The maintaining bodies have the right to make proposals or are asked to give their opinion on the selection of applicants. The role played by the *Schulkonferenz* varies between the *Länder*, from the right to propose a *Schulleiter* to the right to reject a particular choice.

Appointment

Appointment is made by the Minister of Education and Cultural Affairs of the *Land*.

Position and role

The position of *Schulleiter* has traditionally been and is still considered a prestigious one. As a member of the teaching staff, the *Schulleiter* is responsible for all educational and pedagogical issues. The *Schulleiter* must cooperate closely with the *Lehrerkonferenz* (Teachers' Council) and the *Schulkonferenz*. The *Schulleiter* must comply with the rules and instructions issued by the supervisory authority for schools, but may also give instructions, as a hierarchical superior, to any other member of staff.

The role of the *Schulleiter* may be defined as follows:

- The *Schulleiter*'s prestige stems from his or her educational (and not administrative) skills; the *Schulleiter* is the 'lead' teacher.
- The *Schulleiter*'s authority is based on the ability to provide guidance to the other teachers in educational matters and to represent the quality of the school to the public.
- The *Schulleiter* is responsible for the evaluation of teachers and the assurance of an appropriate organisation of the educational and pedagogical work in the school as a whole.

Administrative responsibilities

The *Schulleiter* is responsible for administrative tasks in relation to the Ministry of the *Land* and the local authority as maintaining body of public-sector schools. The *Schulleiter* issues instructions to the entire teaching and non-teaching staff.

The *Schulleiter* is assisted by a deputy school head and by other staff members who are responsible for specific tasks such as drawing up the timetable for lessons, school counselling services, extra-curricular activities, the school library, etc.

The *Schulleiter* is responsible for monitoring all pupils' school attendance and ensuring compliance with the school rules and the health protection and accident prevention regulations.

The *Schulleiter* chairs the *Schulkonferenz* and enforces its decisions (as concerns teachers, parents and pupils) and plays the same role with respect to the *Lehrerkonferenz*.

Financial responsibilities

The *Schulleiter*'s financial autonomy is limited, as teachers' salaries are paid directly by the competent Ministry of the *Land* as the employer of teaching staff. The local authority, which serves as the maintaining body of public-sector schools, is responsible for the construction and maintenance of buildings but receives financial contributions from the *Land* for capital expenditure and running costs. The decision on the use of resources for running costs lies usually with the local authority, which may place a part of the budget at the disposal of the schools to administer these means on their own. The local authority is also responsible for financing teaching materials, textbooks and the school library as well as the transport of pupils to and from school.

Educational responsibilities

The *Schulleiter* determines which teachers should take which classes and lessons, sets the weekly timetable for lessons, for the supervision of pupils before lessons and during the breaks, and for the replacement of absent teachers, to ensure that all teachers have the same workload.

The *Schulleiter* is responsible for teacher assessment based on observation of lessons. The *Schulleiter*'s reports and assessments cover individual teachers' teaching aptitude and abilities as well as their professional knowledge.

The *Schulleiter* visits classrooms and inspects the written work of the pupils to ensure that it demonstrates progression and coherence.

The *Schulleiter* chairs the *Lehrerkonferenz* and the *Schulkonferenz* and enforces their decisions. The *Schulkonferenz* addresses issues such as the organisation of school life, extra-mural activities, disciplinary measures and questions related to education (homework, choice of textbooks from the ministerial list, facilities, work groups, etc.) and to the institution (cooperation with other schools etc.).

Responsibility for school and public relations

The *Schulleiter* is the school's representative vis-à-vis outside bodies and individuals, notably the local authority as maintaining authority and the general public.

Teaching activities

The *Schulleiter*'s teaching schedule varies depending on the number of classes or pupils in a school. For example, in a secondary school (*Gymnasium*) the number of periods a teacher is required to spend in a class varies from 23 to 27 periods per week according to the *Land*. This number is reduced for the *Schulleiter* in a *Gymnasium* with 1000 pupils to a minimum of teaching hours varying between 2 and 11 lessons per week.

Assessment procedures

As civil servants, *Schulleiter* are also subject to assessment procedures at certain junctures of their career (promotion, transfer).

Associations of school heads

There is one association of *Schulleiter* at national level (*Arbeitsgemeinschaft der Schulleiterverbände Deutschlands* — ASD) and, in general, associations exist at *Länder* level as well.

In-service training

For the past several years, the *Länder* have offered more and more in-service training focusing on personnel management (evaluation, promotion, motivation), school organisation, educational issues (enhancement of teaching style) and administration. In-service training for *Schulleiter* is provided by the institutions for in-service training for teachers established by the *Länder* at the central, regional and local levels of the *Land*.

GREECE

Title

Pre-school level (optional, ages 4 to 6): *Diefthindis – Diefthindria*

Primary level (compulsory, ages 6 to 12): *Diefthindis – Diefthindria*

Lower secondary level (compulsory, ages 12 to 15): *Gymnasiárchis*

Upper secondary level (optional, ages 15 to 18): *Lykiárchis*

Each school has a school head (*diefthindis scholeiou*) and one or two assistant school heads depending on the number of pupils and school sections.

Supervising authority

Control by the Ministry of Education is extensive: the Ministry directs the education system and monitors all aspects, from the establishment of the school, recruitment and management of staff and development of curricula and timetables in all subject areas to the choice and distribution of textbooks. Recent years have seen some devolution of powers to local authorities (the prefectures) and to the schools themselves.

Financing for secondary education is covered by the regular state budget (budgets of the National Economics Ministry, the Interior Ministry and the prefectures). Primary and secondary school operation costs are covered by the budget of the Interior Ministry. Grants from the Ministry of the Interior for school operations are first allocated to the prefectures and then, on the basis of reports drafted by Education Directors and Education Committees, are distributed to the relevant local authorities which, in turn, distribute them to the school committees (*Scholiki Epitropi*) responsible for managing grants and school operation costs.

Diploma (and basic training) required

The same qualifications required for teachers in the school concerned.

Professional experience required

Teaching experience is required.

Recruitment procedures

Selection of the *diefthindès scholeion* at primary and secondary level is based on criteria such as academic and pedagogical training, service records and teaching experience, administrative and managerial aptitudes, social activities, experience of participation in committee meetings, etc. Each of these points contains individual sub-elements which are assessed and noted by the selection committee.

A report is drafted by a tripartite committee composed of one representative of each of:

- the school, chosen by the teachers' association,
- the parents' and guardians' association,
- the local authority, whose representative must also be a parent.

Based on the report and the various criteria, regional councils of primary and secondary education in each prefecture prepare a list of candidates. These lists are then submitted to the competent prefect for approval and are valid for two years.

After the *diefthindès scholeion* are appointed, the competent prefect invites those teachers who are qualified and interested in serving as assistant school head in the school where they teach to submit their application to the *diefthindis scholeiou* within ten days.

Appointment

The *diefthindis scholeiou* is appointed for a four-year period. Assistant school heads are also appointed by the competent prefect on the proposal of the regional council for primary and secondary education. Their appointment also lasts four years.

Position and role

The *diefthindis scholeiou* coordinates the activities of teachers and other staff members. The *diefthindis scholeiou* is first and foremost a teacher, with a rather substantial part-time teaching load at primary level, and a lighter timetable at secondary level.

Administrative responsibilities

The *diefthindis scholeiou* implements Ministerial directives. The minimal administrative and accounting duties that exist at primary level are the responsibility of a secretary and not of the *diefthindis scholeiou*, who may, however, make recommendations. At secondary level, the *diefthindis scholeiou* has greater administrative responsibilities.

Financial responsibilities

See above.

Educational responsibilities

Educational autonomy is limited to the area of methodology, where teachers have nearly complete freedom (although textbooks are chosen and distributed by the Ministry). The *diefthindis scholeiou* spends little time on these issues.

Responsibility for school and public relations

The *diefthindis scholeiou* is responsible for relations with teachers, pupils, parents and other staff members. The *diefthindis scholeiou* chairs various staff bodies and maintains relations with local authorities and regional councils.

Teaching activities

The *diefthindès scholeion* at primary and secondary level carry teaching responsibilities in addition to their school management tasks. In primary education, *diefthindés scholeion* devote between 6 and 20 hours a week to their tasks as school head. In secondary education, they spend between 5 and 19 hours a week on these tasks. The *diefthindis scholeiou* is at school during opening hours, i.e. for 30 full hours.

Assessment procedures

Assessment takes places in all primary and secondary schools as part of the selection process for *diefthindés scholeion* every four years.

Associations of school heads

As of recently, the Administrative Board of the Pan-Hellenic Union of School Heads (*Diefthindés scholeion*) of public secondary education (PAN.E.DI.DE) serves as an official association with statutory appointments.

In-service training

In-service training is not formalised, but the *diefthindis scholeiou* may participate in seminars of shorter or longer duration.

SPAIN

Title

General title: *Director*

Pre-school level (optional, ages 0 to 6): *Director de la escuela*

Primary level (compulsory, ages 6 to 12): *Director del colegio*

Secondary level (compulsory, ages 12 to 16): *Director del instituto*

Upper secondary or vocational training (optional, ages 16 to 18): *Director del instituto*

Supervising authority

The state's administrative structure is subdivided into 17 Autonomous Communities.

The Autonomous Communities which exercise their powers in the field of education and the MEC (*Ministerio de Educacion y Ciencia*) are responsible for the recruitment, appointment and training of teaching and non-teaching staff, the integration of national study plans with subjects of regional interest and the financing of private schools (attended by one third of pupils).

At school level, management is shared among the various individual positions — *director*, head of studies (*jefe de estudios*), secretary (*secretario*) and administrator (*administrador*) — and the staff bodies: *Claustro de profesores* (teachers' council), *Consejo escolar*, a body composed of representatives of teachers, parents, pupils and administrative staff, a representative of the school organizer for *concertados* centres (contract-based private education), as well as of the *jefe de estudios*, *secretario* or *administrador* and the *director*. The council is responsible for monitoring and managing school operations.

Diploma (and basic training) required

The same qualifications as are required for teachers in the school in question. As of the 1996-97 school year, accreditation and a specific initial training course will also be required.

Professional experience required

A minimum of five years of teaching experience and permanent assignment to the school in question for at least one year.

Recruitment procedures

The director is elected for a period of four years by secret ballot and absolute majority vote by the *consejo escolar del centro*, which is composed of representatives of all of the constituent bodies of the school. At the latest, two weeks before the elections, candidates must provide all of the members of the *consejo escolar del centro* with a written proposal of activities for the four-year term. They may

indicate the names of the *secretarios* or *jefes de estudios* with whom they wish to work. In the case of problems with the vote, or an insufficient number of candidates, the administration designates a *director* for one year.

Appointment

The new law on the participation, evaluation and management of schools (LOPEG) of 1995 has modified certain aspects as regards the recruitment, appointment and training of *directores*:

- extending their term from three to four years, in the interests of endowing the position with greater stability and maturity;
- requiring initial training, followed by optional in-service training courses;
- involving *directores* in the operations of peripheral administrative bodies;
- awarding salary compensation when *directores* return to normal teaching at the end of their period of service;
- allowing transfers to other schools.

Position and role

The *director* represents the school to the administration, and the administration to the school. The *director* bears final responsibility for all administrative, budgetary, educational and organisational decisions taken within the school.

The fact that the school head is elected by the *consejo escolar del centro* (of which teachers make up a majority) indicates the preference for leaders over administrators or managers.

The new law on the organisation of the education system (the LOGSE of October 1990) provides for strictly educational, academic and teaching tasks to take the leading role in the work of the *director*'s team, rather than administrative and management duties. The Ministry of Education consequently introduced the position of administrator to assist the *director* on technical matters.

Administrative responsibilities

The *director* has legal responsibility for the school, enforces laws and regulations and is responsible for the certification of official documents.

The *director* chairs all general staff bodies and enforces their decisions.

In particularly large or complex schools, an *administrador* takes the place of the *secretario*.

Financial responsibilities

The *director* is responsible for financial management (on the basis of the recommendations of the *consejo escolar del centro* and in consultation with the *secretario* or *administrador*).

The *director* must propose a budget to the *consejo escolar del centro*. If the budget is approved, the *director* has complete autonomy concerning income and expenditure.

Educational responsibilities

The Teachers' Assembly is responsible for all educational questions.

The *director* chairs the *consejo escolar del centro*, which is concerned with regulations, discipline, the general timetable, extra-curricular activities, relations with other schools, monitoring of general operations and approval of the school's education plan.

The *director* works in cooperation with the *jefe de estudios*, who chairs staff bodies concerned with teaching and may substitute for the *director* in case of absence or illness. The LOGSE enhanced the role and responsibilities of the *jefe de estudios*, who is now considered a deputy *director*.

The *director*'s team is responsible for and must draft the school's education plan (basic educational options and organisation of the school) and submit proposals for school curricula (content and courses offered, assessment criteria, promotion of pupils, etc.).

Responsibility for school and public relations

The *director* manages the staff and maintains relations with external bodies and authorities.

Teaching activities

Yes, between 6 and 12 hours of teaching per week depending on the size of the school or the organisational needs of individual classes.

Assessment procedures

Procedures are mentioned in the new Act (LOPEG) and specified in a ministerial decree for the territories under the MEC. Assessment procedures and criteria have already been developed for the MEC-managed territories and form part of the external evaluation of schools carried out by the MEC at least once every four years. This assessment is performed by the education inspectorate, in conjunction with the school's management and coordination bodies. The criteria concern educational methods and pupils' results (promotion of management and coordination bodies and of participation by the school community, attention to the wide variety of pupils' educational needs).

Associations of school heads

None at present.

In-service training

Regular in-service training is available for school management teams.

FRANCE

Title

Pre-school level (optional, ages 2 to 6): *Directeur*

Primary level (compulsory, ages 6 to 11): *Directeur*

Lower secondary level (compulsory; *Collèges*, ages 11 to 15): *Principal*

Upper secondary level (optional; *Lycées*, ages 15 to 18): *Proviseur*

The term "primary" used below includes pre-school and primary education.

Supervising authority

The French education system is highly centralised.

The Ministry of Education recruits, appoints and allocates all staff (teaching, administrative and supervisory), decides on curricula, timetables, diplomas and examination procedures and all matters related to ensuring a suitable level of education.

The minister responsible for education is represented at regional level by a *recteur d'académie* appointed by the President of the Republic on the proposal of the minister. *Recteurs* enjoy extensive powers: they ensure implementation of all legislative and regulatory measures regarding education and allocate various state funds to the individual schools.

Local and regional authorities are responsible for buildings and technical services (school meals, transport, heating, etc.). Depending on the level of the school, these responsibilities are assumed by the municipality (primary schools), the *département* (*collèges*) or the region (*lycées*).

Diploma (and basic training) required

Directeur d'école: Candidates must be either an *instituteur* or a *professeur des écoles*.

Principal: Candidates must be a civil servant (category A) and staff member involved in teaching, education or guidance.

Proviseur: Candidates must be a *professeur agrégé* or have similar status.

Professional experience required

Directeur d'école: At least three years of teaching experience at primary level (pre-school or primary), and compulsory training prior to taking up the position.

Principal, proviseur: For access via competitive examination, a prerequisite of five years of staff experience (see above) complemented by compulsory training before and after taking up the position.

Recruitment procedures

Primary level: By placement on a qualifying list of candidates established in each *département*.

Secondary level: Either by competitive examination or by placement on an annual qualifying list. Candidates admitted to a competitive examination receive two-part initial training. The first part lasts 20 weeks and includes alternating placements — in a firm, a regional or *département* administration, a *collège*, a *lycée* — and vocational, theoretical, practical and methodological training. The second part lasts at least three weeks and involves supplementary professional training in matters related to school administration and management.

Training is organised at the *recteurs*' initiative, under their supervision and within the framework of ministerial directives which determine the content and conditions of training.

Appointment

Primary: Candidates for the position of *directeur d'école* are reviewed by a *département* committee chaired by the *inspecteur d'académie*, head of the *département* services of the Ministry of Education. The committee gives its opinion after examining the application files and interviewing each candidate. Candidates on the qualifying list are appointed by the *inspecteur d'académie* to the position of *directeur d'école*.

Secondary: Candidates recruited by competition or from the qualifying list are appointed by the minister to their new teaching staff on temporary assignment as trainees. At the end of their training period, candidates are confirmed by the minister on the recommendation of the *recteur*.

Position and role

Primary: The *directeur d'école* ensures the smooth running of the school and that the relevant regulations are applied; he has administrative, pedagogical and social responsibilities. The *directeur d'école* does not, however, exercise hierarchical control over teachers at the school.

Secondary: The *chef d'établissement* — *principal* or *proviseur* — has a two-fold mission. As head of school, the *chef d'établissement*

- chairs the *conseil d'administration* (body comprising representatives of teachers, parents, pupils and competent authorities, which is responsible for the organisation of education and school life), prepares and executes its decisions, and plays a key role in developing the school plan;
- represents the state and performs the various administrative tasks mentioned below.

Administrative responsibilities

The *principal* and *proviseur* are responsible for the smooth functioning of the school. They monitor education provision at the school and ensure that courses are taught in accordance with the objectives, timetables and curricula established by ministerial instructions. They are responsible for order, security and hygiene and exercise disciplinary powers over pupils.

Financial responsibilities

Unlike primary schools, which are not allowed to have their own financial resources, *collèges* and *lycées* have the legal status of public schools which gives them legal personality and financial

autonomy. The *conseil d'administration* votes the school budget which is controlled by three supervisory authorities (the *département* or region; the *inspection académique*; the *préfet* — of the *département* or region — who serves as representative of the state). The *chef d'établissement* is then tasked with implementing the budget.

Educational responsibilities

Although the curricula and major pedagogical guidelines are defined by the Minister for Education, each school, *collège* and *lycée* still retains some autonomy, as manifested in the development of a school plan which is discussed and adopted by the *conseil d'école* (primary) or the *conseil d'administration* (secondary). This project defines the special conditions required to implement and achieve the objectives of the national curricula. In so doing, account is taken of the specific characteristics of the school population and of the resources available within the school's socio-cultural and economic environment.

The *directeur d'école* and the *chef d'établissement* play a major role in implementing and evaluating this project. They also oversee the assessment of school results and the information and guidance services offered to pupils; they are responsible for joint development of the staff training plan.

The *directeur d'école* and *chef d'établissement* are responsible for the organisation of education provision within their schools: distribution of pupils, services provided by teachers, use of school facilities, etc.

Responsibility for school and public relations

As they are responsible for the educational community, the relations that the *directeur d'école* and the *chef d'établissement* cultivate with teachers, other staff members, parents, local authorities and external partners are a determining factor in assuring the smooth and efficient running of the school.

Teaching activities

Primary: The *directeur d'école* can be totally or partially released from teaching obligations, depending on the size of the school (calculated on the basis of the number of classes).

Secondary: The *principal* and the *proviseur* do not engage in any teaching activities.

Assessment procedures

Primary: The activity of the *directeur d'école*, in contrast to that of teachers, is assessed by the Inspector of Education who is responsible for the district in which the school is located. This assessment is based on an administrative marking system.

Secondary: The activity of the *chefs d'établissement* is assessed by the *recteurs* who take into account the opinion of their colleagues and the *inspecteurs d'académie*, heads of the *département* services of the Ministry of Education. Where necessary, this evaluation is based on reports prepared during general inspections with respect to the *chefs d'établissement* and their deputies. Administrative marks are given, which have an influence on the careers of those concerned.

Association of school heads

Such associations exist and aim to promote the role of *chefs d'établissement* and foster exchanges of experience both in France and abroad.

In-service training

Primary: In-service training activities are offered to *directeurs d'écoles* within the framework of the training plan established in each *département* under the responsibility of the *inspecteur d'académie*.
Secondary: In-service training activities are organised at *académie* level. In addition, the *école supérieure des personnels d'encadrement* of the Ministry of Education implements training actions at national level aimed primarily at *académie* trainers.
Participation in these training activities is optional.

IRELAND

Title

No pre-school structure, but children between the ages of 4 and 6 attend primary schools.

Primary level (compulsory, ages 6 to 12) National Schools: *Principal teacher*

Post-primary level (compulsory, ages 12 to 15, optional: ages 15+):

- Private sector: Voluntary Secondary Schools: *Principal*
- Public sector: Vocational Schools Community Colleges Comprehensive Schools Community schools: *Principal*

Supervising authority

The education system is centralised. Most schools are private, although financed entirely by the state (in keeping with the principle of compulsory and free schooling). The board of management is, where established, the main intermediate authority. The White Paper on Education (1995) proposes that: 'The policy objective, underpinned by legislation, will be to ensure that boards of management are established in all first and second level schools in receipt of Exchequer Funding.'

Primary education: A large majority of primary schools are denominational, under the protection of a 'patron' (a religious superior such as a bishop, rabbi or moderator).

In 1975, a system of boards of management was established for the National Schools, superseding the system of management by a single individual who was generally a member of the clergy. The 'patron' initiates the procedures for election of the Members of the board (composed of six to eight persons) and personally designates half of the members. The other half is selected by parents and, in schools with more than seven teachers, one member is elected by the teaching staff. The principal teacher also belongs to the board.

The board is responsible for day-to-day management of the school. The chairperson of the board visits the school to ensure that the rules for National Schools are being observed, liaises with the Department of Education, certifies official documents on behalf of the board, signs payment orders for the school's account with the treasurer and initiates agreements with new teachers and principal teachers on behalf of the board. The chairperson represents the board of management on the panel which selects teachers.

Post-primary education (1994-95): To be recognised by the state, all secondary schools (even completely private ones) must follow the rules and curriculum established by the Department of Education.

- Secondary Schools (452): The majority of the post-primary schools are Voluntary Secondary Schools; most are denominationally Roman Catholic. While all are privately owned and managed, the majority have boards of management in place now that mediate between the school and the Department of Education.
- Vocational Schools Community Colleges (247): These are non-denominational schools managed by Vocational Education Committees appointed by elected local authorities to mediate between the schools and the Department of Education.

- Comprehensive Schools (16): These are public sector non-denominational schools managed by boards of management composed of nominees of the Trustees and the Minister for Education, that mediate between the schools and the Department of Education.
- Community Schools (60): These are public sector schools managed by boards of management representative of various stakeholders in the schools, that mediate between the school and the Department of Education.

Diploma (and basic training) required

Principals, whether lay or religious, must be fully qualified teachers at the appropriate level.

Professional experience required

In general, candidates are expected to have some years' experience of teaching at an appropriate level.

In primary schools, five years' satisfactory experience is required for the appointment to the position of principal teacher.

Recruitment procedures

In the Voluntary Secondary Sector, the principal may be appointed by the controlling denominational authority; the selection of lay teachers as principals in such schools is based on qualifications, merit, assessment of skills and interviews. In the other post-primary schools, interviews are held for management positions.

Appointment

In some Voluntary Secondary Schools, the Trustee (the denominational authority) may nominate a cleric/member of the Order to the post of principal, and the board of management shall, subject to the prior approval of the Trustees, appoint the proposed person. Alternately, when a lay person is to be appointed, the board of management advertises the post and sets up a selection committee which interviews candidates and selects the most suitable for appointment by the board of management.

While such appointments are currently for life, the White Paper on Education (1995) proposes that 'each newly appointed principal will serve a one-year probationary term' and 'all new, non-teaching principals will be appointed for a maximum period of seven years'.

This latter procedure is used by the Vocational Education Committees for Vocational Schools/Community Colleges and by the boards of management of Comprehensive and Community Schools; the Department of Education must approve the appointments. In other Voluntary Secondary Schools (Independent), boards of governors, varying in size and in length of establishment, set up selection boards which may be extracts of the boards of governors or separate boards to select principals whose appointment the governors then approve.

The White Paper on Education (1995) proposes that a framework for the appointment of both principals and vice-principals will be put in place which will be sufficiently flexible for different management systems, and 'on behalf of the patrons/trustees/owners/governors, will be responsible

for protecting and promoting the ethos of schools as reflected in the desires and choices made by parents for their children.'

Position and role

As the education system is centralised and as schools vary both in type and managerial practice, the role of the principal varies from one school to another and the post has no universally accepted definition.

A description of the role of the principal may be gleaned from a variety of documentation emanating from the managerial governing authorities of the various school types. The White Paper on Education (1995) states that 'under the direction of the board of management, the principal is responsible for determining the school's educational aims, formulating strategies to achieve them, encouraging staff to support those aims, and developing the school's curriculum policies.' This proposal is, by and large, a fair description of the role of a post-primary school principal.

Primary education: The responsibilities of the principal teacher are specified in a departmental circular. The principal teacher is responsible for discipline in the school in general, supervision of the other members of the teaching staff and for coordinating and supervising their work, the organisation of the school, the taking of attendance, promotion of pupils, establishment of and compliance with timetables, the textbooks used by pupils and material aid to disadvantaged children (free textbooks). The principal teacher oversees school transport, audio-visual materials and the school library.

Secondary education: Where schools have boards of management, the duties of the principal, like those of the other members of the teaching staff, are stipulated in the agreed articles of management. The principal controls the internal organisation, management and discipline within the school, including the assignment of duties to the teaching and non-teaching members of staff. The principal must also keep the board of management informed of all the school's activities.

Each school has a vice-principal appointed by the board of management in accordance with the terms of existing agreements.

Administrative responsibilities

The principal manages various aspects of school life according to the directions of the board of management. The principal is responsible for

- shaping, creating and promoting the achievement of the school aims;
- general organisation of school time;
- appointment of non-teaching staff;
- assignment of tasks to all members of teaching and non-teaching staff.

The White Paper on Education (1995) states that 'the policy approach to the governance of schools... should reflect and promote participation and partnership in the running of Schools among patrons/trustees/owners/governors/parents, teachers and the wider community'. The White Paper also states that '... the responsibility for the delivery of educational services should be devolved to regional or school level, where possible.'

The outcome is likely to underscore the role of the principal as the person responsible for this coherence and observation of standards set for the whole school community.

Financial responsibilities

The principal manages the budget approved by the board of management and or the Department of Education.

Educational responsibilities

The principal coordinates the teaching staff, participates in the development of the educational programme and defines curricula and teaching timetables for the various subjects. The principal, is responsible for

- the timetable for each class;
- distribution of teachers and pupils into classes;
- organisation of and policies on examinations;
- decisions on optional subjects, lecturers, films and media presented to pupils, excursions and extra-curricular activities.

Responsibility for school and public relations

The principal is, subject to the agreement of the board of management, responsible for

- defining, together with teachers, a disciplinary code for pupils;
- organising a system of tutoring for pupils;
- settling disagreements between teachers and pupils;
- corresponding and maintaining contact with parents concerning pupils' behaviour and performance in class and school life;
- organising meetings of parents and teachers, open days or other events providing parents with an opportunity to maintain contact with the school;
- suspending pupils for serious infractions of discipline;
- consulting the 'school steward' and teachers' representatives on all issues concerning the school.

Teaching activities

Primary education: Principals have teaching duties which vary with the size of school, but from which they are never completely relieved. The principal headteacher has full teaching duties where the total number of teachers is eight or less.

Post-primary education: Voluntary Secondary Schools, Comprehensive and Community Schools: Principals in these schools, if they have more than 60 pupil units, need not teach. In the case of Voluntary Vocational Schools Community Colleges, principals usually teach a minimum of five hours depending on the points rating of the school.

Assessment procedures

Primary schools: The performance of the principal teacher is assessed as a specific aspect of the school inspection which takes place at intervals of between five and six years.

Principals at the post-primary level, are not formally assessed as yet.

Association of school heads

- The Irish School Heads Association (ISA) represents the principals of most Voluntary Secondary Schools (independent).
- The Secondary School Principals Association of Ireland (SSPAI) represent many lay and religious principals in the area of employment terms and conditions.
- The European School Heads Association (ESHA) represents principals on the European level, largely as a professional development organisation.
- The Association of Management of Catholic Secondary Schools (AMCSS) represents principals in so far as they are management personnel.
- The Vocational School Principals Association (VSPA) represents the principals of Vocational Schools.
- The Association of Community and Comprehensive Schools (ACS) represents the interests of the principals and boards of management of both Comprehensive and Community Schools.

Primary schools: Whereas there is a number of locally based principal teacher study groups attached to teacher centres, there is no officially recognised association of principal teachers.

In-service training

Primary: Attendance at in-career development courses is not compulsory but quite a range of courses is available.

- The provision of courses on the management and leadership role of the principal teacher is encouraged by specifying this type of course on the list of courses sanctioned by the Department of Education in the summer in-career development programme.
- Many of the teachers' centres organise courses for principal teachers throughout the school year.
- Some universities offer diploma courses in school management on a locally organised modular basis.

The subjects addressed emphasise the three basic dimensions of the role of principal teacher:

- The management administrative role of the principal teacher with an emphasis on the school as an organisation and the process and product dimensions of school planning.
- The role of principal teacher as instructional leader with responsibility for curricular matters in regard to the teaching and learning dimensions of the task of the school.
- Interpersonal relationships, communication and the people-oriented dimension of the role.

Post-primary: The In-career Development Unit of the Department of Education organises and supports the in-career development of senior post-primary managerial personnel by organising and funding, on an on-going basis, appropriate courses which are offered by suitable providers. The Joint Managerial body, representing all the corporate managerial bodies, Catholic, Protestant and lay, involved in the secondary sector, in cooperation with the Department of Education, has set up an In-service Development Council (IDC), representative of these organisations. This IDC has a representative of both the Irish Vocational Education Association, an organisation which embraces the managerial interests in the vocational sector, and a representative from the Association of Community and Comprehensive Schools.

This council has put in place a series of in-career development programmes to meet the professional needs of senior management personnel in post-primary schools on an on-going basis.

The White Paper on Education proposes the establishment of 'networks of principals... to promote the transfer of good practice... and to identify continuing training needs'.

ITALY

Title

Compulsory education from ages 6 to 14 — duties and career path are similar for the two different titles:

Primary: *Direttore didattico*

Secondary: *Preside*

Supervising authority

The education system is centralised. The Ministry of Education sets curricula and timetables; appoints teachers, the *direttore didattico* and the *preside*, and administrative staff members; is responsible for changes in job assignments and promotion examinations; distributes financial resources; organises training and oversees the inspection service.

Given the difficulty of managing all of these responsibilities effectively, the Ministry delegates some duties to the *provveditori agli studi*, provincial-level intermediary administrative bodies. In addition to other duties delegated to them, *provveditori agli studi* are responsible for managing replacement and regular teachers, allocating operating funds to schools and overseeing their use, as well as for monitoring school activities.

In addition to this administrative structure, a representative structure was created in 1974 and is composed of collegial bodies at all levels (ministerial, provincial, district, school and class). These bodies are composed of representatives of the *direttori didattici* and *presidi*, teachers, non-teaching staff, parents, and pupils in upper secondary education.

Within the school, the main body is the *consiglio di istituto* (comprising representatives of teachers, parents, and pupils which has authority over nearly all aspects of the school's operations, except strictly didactic issues for which teachers are responsible). The *consiglio di istituto* administers the budget, authorises all expenditure and is chaired by a parent, not by the *preside*.

At primary school level, this body is called the *consiglio di circolo* and has the same responsibilities as the *consiglio di istituto* for all schools within a certain district.

Diploma (and basic training) required

The same qualifications as are required of teachers in the school concerned. For primary school, candidates must hold a teaching certificate or a university diploma.

Professional experience required

Candidates must have a minimum of five years of teaching experience since their appointment as teachers. No initial training is provided before or after the competitive examination.

Recruitment procedures

A nation-wide competitive examination is announced separately for each type of school. Only teachers holding the diploma required for the designated level of education may participate. The examination consists of a written test, which serves as a screen (25% passing rate), and an interview on all aspects of the position (education legislation, administrative law, budgets, personnel management, staff bodies, organisation of workshops, etc.). Candidates who are successful in the oral part of the examination are classified by merit and on the basis of their previous certificates and diplomas.

The Minister fills vacant positions from this list of candidates over a subsequent three-year period. Candidates are appointed and assigned to positions in the exact order of classification and according to their own preferences. There is no scope for the exercise of discretion in choosing a candidate for a given position. A candidate may be appointed to any part of the country.

Appointment

After a one-year trial period, the *direttore didattico* and *preside* are appointed by the Ministry *ad vitam aut culpam*. The candidate may be transferred to another post (location) by the Ministry due to incompatibility with the local environment.

Position and role

The *direttore didattico* and *preside* represent the school towards the outside world, are responsible for management and discipline within the school and coordinate all school activities.

As regards administrative management, the situation varies depending on the type of school. Certain school types (whether classical, scientific or artistic) have a lower level of autonomy than that of the technical, vocational and art schools which have their own legal status.

Administrative responsibilities

The *direttore didattico* and *preside* manage their schools by observing ministerial directives and respecting the deliberations of the *consiglio di circolo di istituto*, of which they are a member but not the chair.

The *direttore didattico* and *preside* have legal responsibility for the school, sign all of the most important administrative documents and certificates and enforce the decisions of staff bodies. They are responsible for health and safety (but may seek assistance from competent local authorities) as well as for compliance with regulations.

To assist with administrative duties, the *direttore didattico* and *preside* have a competent administrator and several assistants, whose exact number depends on the size of the school.

Financial responsibilities

The *direttore didattico* and *preside* manage the budget jointly with the competent administrator, according to the decisions taken by the *consiglio di circolo istituto*. The *direttore didattico preside*, along with a member of the *consiglio di circolo istituto* and the competent administrator, signs all documents relating to financing the operations of the school or its staff.

The Ministry finances educational operations, a local authority (commune or province) covers general overheads (maintenance, office supplies, lighting, heat, telephone, etc.), while the pupils'

families may contribute to the cost of workshops or expenses related to additional activities (such as outings or cultural events).

Educational responsibilities

The *direttore didattico* and *preside* form classes and organise the timetable of lessons, assign teachers (whom they may neither choose nor dismiss) to classes and enforce discipline. The *direttore didattico* and *preside* chair class councils and the teachers' council. They promote and coordinate teaching activities, while respecting teachers' freedom. They are responsible for leading or coordinating the teaching staff. Conflicts are resolved by the Inspector.

The *direttore didattico* and *preside* decide on disciplinary measures (and may suspend pupils for up to five days). Within the school, they organise and may direct remedial courses authorised by the Ministry. Through agreements adopted locally, *the direttore didattico* and *preside* may ensure, via an educational project specific to the school, up-to-date instruction designed to appeal to families and attract pupils.

The *direttore didattico* and *preside* may be assisted by teachers in specific tasks related to educational organisation and coordination.

Responsibility for school and public relations

The *direttore didattico* and the *preside* maintain contacts with local entities and authorities and with pupils' families.

Teaching activities

None. The position theoretically requires 36 hours per week, in addition to occasional meetings.

Assessment procedures

The performance of *direttori didattici* and *presidi* is subject to assessment once a year by the *provveditori agli studi*. To the extent that it is not totally negative, this assessment has no effect on their career.

Associations of school heads

The decentralisation of responsibilities of the central authorities to the schools and societal demands for schools' involvement in a number of as yet undefined areas (health education, prevention of drug abuse, integration of disabled pupils and the problems of pupils from certain ethnic groups) have made the job of *direttori didattici* and *presidi* more and more complex and demanding in recent years. Salaries and resources, meanwhile, have remained static.

This situation has engendered growing discontent within the profession, which is becoming increasingly aware of the importance of its role and simultaneously of the relative inadequacy of its legal and economic authority. This is why associations of school heads have grown rapidly.

contributing to professional growth and creating strong pressure for a reform of the role played by *direttori didattici* and *presidi*, greater autonomy for schools, and measures to make schools more effective in general.

In-service training

During their trial year, *direttori didattici* or *presidi* are usually required to attend training courses (lasting about a week). Similar courses are offered throughout their careers. However, participation is rarely compulsory and is left to the discretion of the individuals concerned.

Current issues relate to innovation in teaching methods and the development of educational projects.

C1

LUXEMBOURG

Title

Primary: There are no heads in primary schools in Luxembourg.

Secondary: *Directeur, Directeur adjoint.*

Supervising authority

- Primary: Primary education, as concerns the work of teachers, curricula and teaching methods, is supervised by inspectors of primary education who are directly responsible to the Ministry of Education and who make regular school inspections. However, teachers are appointed by the communal council. Technical administration of school buildings is usually the responsibility of the commune (communal council and a school committee), which is responsible for the construction, renovation and maintenance of schools.

  Schools therefore have no internal hierarchy, except as regards administration where individual teachers may assume certain responsibilities.
- Secondary: Directly and unequivocally under the control of the Ministry of Education.

Diploma (and basic training) required

Diploma or *licence* for teachers of secondary education, engineering teachers or technical secondary education teachers.

No preparatory courses or initial training.

Professional experience required

Professional experience is not explicitly required, but nonetheless plays a role in appointments.

Recruitment procedures

Teachers submit their applications to the Ministry of Education. Selection is made by the Government Council on the recommendation of the competent minister (the same procedure applies for *directeurs adjoints*).

Appointment

Directeurs are appointed for life by the Grand Duke on the recommendation of the Minister for Education and based on a decision taken by the Government Council.

C2

Position and role

The *directeur* is the hierarchical superior within the school and must observe and enforce ministerial directives.

The rights, duties and powers of the *directeur* and *directeur adjoint* are stipulated in the 'General Regulations on Schools of state-supported Higher Education' of 7 June 1861 as well as in the Law of 22 September 1989 concerning the reform of upper secondary general education and the Law of 4 September 1990 which addresses the reform of secondary technical education.

Directeurs are the supervisors of the schools in which they work; they oversee educational activities and the teaching staff. As supervisors, they are responsible for the smooth functioning of the school and for the observance of rules.

Administrative responsibilities

The *directeur* runs the school strictly within the bounds of ministerial directives.

Schools do not have a management board, but do have a *Conseil d'éducation* (consultative body composed of teachers, parents and pupils) which has a say in the annual plan for the assignment of teachers and classes proposed by the *directeur*. This plan must be approved by the Minister. The *directeur* has authority over the technical staff.

Financial responsibilities

Currently, the *directeur* has partial autonomy in financial matters.

Educational responsibilities

Directeurs have some autonomy in educational matters, although they are required to implement specific directives issued at ministerial level.

In supervising teaching activities, *directeurs* must ensure that

- the subjects laid down in the annual curriculum are being taught in each class;
- the length of lessons is as stipulated;
- only the textbooks and other books adopted under and specified in the curriculum are being used.

As there is no inspection service at secondary level, *directeurs* serve as inspectors for teachers in their schools.

Responsibility for school and public relations

No directive explicitly mentions this area, but *directeurs* have responsibilities for school and public relations which vary from one school to another. Schools do not have any legal status of their own.

Teaching activities

None. (When needed, the *directeur* may teach a certain number of lessons.)

Assessment procedures

Directeurs are not subject to any real form of assessment; their direct hierarchical superior is the Minister.

Associations of school heads

Directeurs belong to '*Collèges des Directeurs*' (at secondary general and technical level); they meet regularly and may issue opinions on legislation or school regulations or make proposals to the Minister. *Directeurs, directeurs adjoints* and other senior officials may belong to a professional association (e.g. the professional teachers' association).

In-service training

In-service training courses are available for *directeurs*.

C4

THE NETHERLANDS

Title

Primary level (ages 4 to 12): *Directeur*

Secondary level (VWO, pre-university schools): *Rector*

Secondary level (other schools): *Directeur*

Supervising authority

Responsibility for education is divided between the central government, the provincial and municipal government authorities and the competent authorities (*bevoegd gezag*).

- At national level, the Ministry of Education, Culture and Science controls education by means of legislation and regulation.
- At provincial level, the involvement of provincial authorities mainly takes the form of statutory supervision and legal services.
- At municipal level, the municipal authorities have a dual role: they are both the local authority for all schools in the area (whether publicly or privately run) and at the same time the competent authority for publicly run schools.
- The competent authorities are the bodies responsible for implementing legislation and regulations in schools. Each municipality serves as the competent authority for the publicly run schools in its area. The competent authorities for privately run schools are the boards of the associations or foundations that set them up. A number of areas of competence may be delegated to the *directeur* (primary education) or *rector/directeur* (secondary education) and his team, but ultimate responsibility still rests with the competent authority itself.

Diploma (and basic training) required

The *directeur* (primary education) and the *rector/directeur* (secondary education) must have qualified teacher status.

Professional experience required

The *directeur* and *rector/directeur* must have appropriate teaching and management experience.

Recruitment procedures

The competent authority for a school recruits the *directeur* and *rector/directeur*. To attract *directeuren* and *rectoren/directeuren*, schools place advertisements in newspapers and professional journals. There is an open selection procedure.

Appointment

The competent authority for a school appoints and dismisses *directeuren* and *rectoren/directeuren*. On appointment within publicly run education, the *directeur* and *rector/directeur* becomes a public servant under the terms of the Central and Local Government Personnel Act. If appointed within privately run education, the *directeur* and *rector/directeur* is an employee under an employment contract governed by civil law. All financial terms of employment (such as salaries, pay scales, terms and conditions of employment and rights with regard to early retirement and pensions) are laid down by the government.

Position and role

The day-to-day running of primary schools is in the hands of the *directeur*. Primary schools have one or more assistant *directeuren*. The *directeur* works hand in hand with the teaching and non-teaching staff and together they form the educational team.

The day-to-day running of secondary schools is in the hands of the *rector* or *directeur*. Secondary schools have one or more deputy *rectoren* or assistant *directeuren*. Together they form the management team of the school.

The introduction of combined schools has made it possible to organise Central Management Teams in schools providing the entire range of mainstream secondary education: VBO (pre-vocational education), MAVO (junior secondary education), HAVO (senior secondary general education), VWO (pre-university education). These had already been introduced in MBO (senior secondary vocational education) schools. Schools can now opt either for an 'ordinary' management team (*rector/directeur* and assistant *directeur*) or a Central Management Team. The latter consists of a maximum of three people.

Administrative responsibilities

The *directeur* and *rector/directeur* of the primary and secondary schools are responsible, under the aegis of the competent authority, for

- the general running of the school;
- helping to plan and implement personnel policies in the school;
- helping with policy preparation work on behalf of the competent authority and preparing meetings of the competent authority if so requested (secondary schools);
- all other tasks pertaining to school management.

Financial responsibilities

The competent authority (*bevoegd gezag*) of primary and secondary schools is accountable for the management of the school's financial resources.

Educational responsibilities

The *directeur* and *rector/directeur* of the primary and secondary schools are responsible, under the aegis of the competent authority, for assisting in the planning and implementation of policies with regard to teaching, the organisation of the school and its internal routine.

C6

Responsibility for school and public relations

The *directeur* and *rector/recteur* of the primary and secondary schools are responsible, under the aegis of the competent authority, for the maintenance of internal and external contacts in relation to the tasks mentioned above under administrative and educational responsibilities.

Teaching activities

The *directeur* of the primary school participates in classroom teaching (maximum of 65% of the weekly workload), in so far as the *directeur* is not excused from such duties.
The *rector/directeur* of a secondary school participates in classroom teaching and other teaching-related duties in so far as the nature and size of the school renders this appropriate.

Assessment procedures

The employers or competent authority (*bevoegd gezag*) undertake the task of assessing *directeuren* and *rectoren/directeuren*.

Association of school heads

In the Netherlands, professional associations exist to support and represent *directeuren* and *rectoren/directeuren*.

In-service training

Directeuren and *rectoren/directeuren* are not obliged to participate in in-service training

AUSTRIA

Title

The official titles in use vary according to the type of school.

In lower and upper secondary federal schools (*Bundesschulen*): *Direktor*.

In compulsory education: primary school: *Volksschuldirektor*; general secondary school: *Hauptschuldirektor*; special schools: *Sonderschuldirektor*; pre-vocational year: *Direktor des Polytechnischen Lehrgangs*; part-time vocational schools: *Berufsschuldirektor*.

School heads are referred to as *Schulleiter*, which is the term used for the purposes of this document.

Supervising authority

Schulleiter, like teachers, are employed either by the federal state (in general secondary education and middle and higher vocational education) or by the *Land* (compulsory general education, compulsory vocational education).

Diploma (and basic training) required

The same qualifications as those required to teach in the school concerned.

Professional experience required

Duration of professional experience (and seniority) of the candidate is one of the criteria applied in the comparative evaluation of applications.

Recruitment procedures

Vacant posts for *Schulleiter* are publicly advertised. The candidates submit their applications through official channels to the responsible administration (*Dienstbehörde*).

The main selection criteria are professional qualifications, personal aptitude and assessment results. Currently, plans exist to review the criteria and to define legal dispositions in order to achieve a more objective evaluation.

For teachers who are employed at federal level by the *Bund* (*Bundeslehrer*), the collegiate assemblies of the *Landesschulräte* (bodies responsible for school education at *Land* level) select the three best applications (*Dreiervorschlag*) and submit their proposal to the Federal Minister for Education and Cultural Affairs who then chooses and appoints the successful candidate.

For teachers who are employed at regional level by the *Land* (*Landeslehrer*), the regional government authorities of the *Land* (*Ämter der Landesregierung*) are responsible for selection and appointment while the *Landesschulräte* have the right to give an opinion.

C3

Appointment

The *Schulleiter*'s position is a permanent one, which means that the *Schulleiter* may not be transferred from one school to another, except under the conditions set out in the law on the civil service (*Beamten-Dienstrechtsgesetz*) and the law on *Landeslehrer* (teachers employed under the authority of the *Land*).

Position and role

The *Schulleiter* is the direct hierarchical superior of all teachers and all other members of staff (administrative staff, maintenance staff, etc.) in the school. The *Schulleiter*'s job is to manage the school.

Schulleiter have no legal influence on the selection of teachers for their schools. Teachers are assigned to a school by the *Landesschulräte* and the *Ämter der Landesregierungen*.

Administrative responsibilities

The *Schulleiter* is responsible for implementing laws and decrees as well as instructions issued by the educational authorities. The *Schulleiter* prepares the meetings of the school partners (*Schulforum, Schulgemeinschaftsausschuß*) and is responsible for executing the decisions adopted at these meetings.

Financial responsibilities

Schulleiter distribute the annual budget amount allocated to the school among the different budget items and prepare the school's annual report.

Educational responsibilities

Under the *Schulunterrichtsgesetz* (School Education Act), the *Schulleiter* advises teachers with respect to their teaching and educational activities. The *Schulleiter* has the authority to inspect the teaching provided in the school at any time to determine its quality level and the progress pupils are making.

Responsibility for school and public relations

The *Schulleiter* maintains relations between the school and supervisory authorities. The *Schulleiter* is also responsible for fostering relations between the school and parents or, in the case of *Berufsschulen* (part-time vocational schools), for assisting young people who are participating in apprenticeships.

Teaching activities

Whether *Schulleiter* have reduced teaching obligations or none at all depends on the size of the school.

Assessment procedures

School inspectors oversee the activities of the *Schulleiter*. They are responsible for observing, supervising and advising the *Schulleiter*. If they discover a deficiency requiring the intervention of the school authority or supervising administration, they are required to report to these bodies immediately.

Associations of school heads

In all educational sectors we find associations (*Verbände*) or working groups (*Arbeitsgemeinschaften*) of *Schulleiter*. For secondary education (*allgemeinbildende höhere Schulen*), associations have been founded at *Länder* level (*Landesverbände*) which are coordinated by an umbrella organisation at federal level.

The function of the associations of *Schulleiter* (*Direktorenverbände*) is comparable with that of professional federations.

The increasing autonomy of the individual schools places new demands on *Schulleiter* and poses new challenges.

In-service training

A large number of relevant continuing training seminars are provided in the pre-qualification phase, as are in-service training seminars for those serving as *Schulleiter*. The main topics are: conflict management, communication and staff management, observation of teaching in classes, advising and evaluation of teachers, educational law, administration and organisation of schools, school development.

PORTUGAL

Preliminary Note

The decree of 1991 sets out a new model for the management of non-higher education institutions, which defines the functions of *directores executivos*. Introduced during the 1992/93 school year, this legislation has been gradually implemented on a pilot basis. After analysing the results of this experiment, the government will take decisions on the changes which could be made to existing legislation and on how the new model should be extended to all non-higher education institutions.

Title

Pre-school level (optional, ages 3 to 6): *Director executivo* [1]

Primary level (1st and 2nd cycles of basic education: ages 6 to 12): *Director executivo* [1]

Lower secondary level (3rd cycle of basic education: ages 12 to 15): *Director executivo*

Upper secondary level (optional, ages 15 to 18): *Director executivo*

Supervising authority

The education system is characterised by a deconcentration of executive powers to regional level. Regional services essentially have the power to implement educational policy, whereas central bodies are specifically responsible for its conception, planning and supervision.

The state is responsible for the curriculum, examinations and the list of textbooks. The regions are in charge of financial, administrative and human-resource management.

In accordance with the principles set out in the basic law on the education system (1986), the transfer of responsibilities from the central authorities to schools providing the second and third stages of 'basic education' and to secondary schools has enabled these schools to benefit from autonomy in the following areas:

- pedagogy (curricular management, pupil guidance, organisation of school space and time, in-service teacher training);
- culture (extra-curricular activities, cultural integration);
- administration (management of teacher training, facilities and equipment) and financial management (management of budget allocations and own resources).

Diploma (and basic training) required

The same qualifications as those required for teaching in the school concerned.

Candidates for the position of *director executivo* must be teachers in active service. They must have completed special training in school administration and education management (an absolute requirement since the decree of 1991).

[1] At pre-school level (ages 3 to 6) and in the first cycle of basic education (ages 6 to 10), schools are grouped according to geographic area (*áreas escolares*) and have joint guidance, administrative and management bodies.

Professional experience required

Five years of teaching experience.

Recruitment procedures

The *director executivo* is selected by an open competition organised by the president of the *conselho de escola* or *área escolar* (body comprised of teachers, parents, pupils and educational authorities of the school or of a group of schools; a bona fide management body). At the end of the application process, the *conselho de escola* appoints a committee to propose a first selection of candidates. The *director executivo* is elected at a meeting of the *conselho de escola* by absolute majority and in direct balloting by members of the *conselho*. If an absolute majority is not reached, the election can be repeated by relative majority vote at the next meeting.

Appointment

The *director executivo* is elected by the *conselho de escola* and takes up his position after approval of the election by the competent regional education director. The *director executivo* is elected for a four-year period during which time he is released from teaching duties. He may serve another term without repeating the recruitment procedures.

Position and role

The role of the *director executivo* is to enforce collegiate decisions. He is a member of the *conselho de escola*, but does not have a vote. He chairs the *conselho administrativo* (administrative council), is a member of the *conselho pedagógico* (coordination and pedagogical guidance body), and participates in the preparation of documents which guide the school's activities from a pedagogical standpoint. He submits these documents for the approval of the *conselho de escola*.

The *director executivo* maintains discipline among pupils and enforces laws and national regulations.

Administrative responsibilities

The *director executivo* ensures that the decisions taken by the *conselho de escola* are implemented. He proposes names of deputies to assist him in the overall administration and management of schools and school districts. These deputies are appointed by the *conselho de escola*.

Financial responsibilities

The *director executivo* enforces the decisions of the *conselho administrativo* in accordance with national directives on the administration of public funds. He prepares a draft budget and submits the financial report to the *conselho de escola*.

Educational responsibilities

The *director executivo* takes part in the activities of the *conselho pedagogico* and submits to the *conselho de escola* for its approval the internal regulations of the school, the education plan and the annual plan of school activities prepared by the *conselho pedagogico*. He also appoints class teachers. The *director executivo* encourages and promotes cultural and recreational initiatives. He establishes disciplinary sanctions (except for temporary suspensions or expulsions).

Responsibility for school and public relations

The *director executivo* encourages and promotes participation by the different members of the education community in school projects and activities, by making available the necessary means to assure school autonomy. He also plays the role of information manager.

Teaching activities

None.

Assessment procedures

Each year, the regional education director awards marks for quality work.

Associations of school heads

There is no association of *directores executivos*.

In-service training

No special types of in-service training are available for the *directores executivos*. Those responsible for school management and administration have access to the same training as other teachers.

FINLAND

Title

Pre-school level (not considered part of the education system): *Johtaja*

Primary and lower secondary (*Peruskoulu/Grundskola*): *Rehtori* or *Johtaja* in lower stage of *peruskoulu*-schools (classes 1 to 6) which have less than 12 classes

Secondary level: *Rehtori*

This information relates only to the *rehtori* and *johtaja* in general education schools maintained by the municipalities. Private schools and vocational upper secondary education institutions are not included.

Supervising authority

The supervising authority is the school's maintaining body. In Finland most of the schools are maintained by the municipalities. The *rehtorit* and *johtajat* in these schools are municipal civil servants and thus subject to municipal law. The position of *rehtori* and *johtaja* also varies according to the municipal service regulations in each municipality. In general, they enjoy a high degree of autonomy within the established legal framework.

Diploma (and basic training) required

Rehtorit and *johtajat* need to be qualified teachers and they must hold a degree in school administration.

Professional experience required

None, in principle.

Recruitment procedures and appointment

Rehtorit and *johtajat* are recruited from among the most skilled and suitable candidates. Recruiting is based on applications and interviews. However, the individuals or bodies responsible for recruitment vary according to the school's maintaining body, i.e. in most cases this means the rules established by each municipality. Selection can be performed by, for example, the municipal board of education, local government or chief education officer, i.e. by a single person or a selection committee consisting of several people. Recruitment procedures and the duration of the school head's appointment are laid down in the guidelines of each municipality.

Position and role

Rehtori and *johtaja* lead, guide and supervise the operation of the school. In addition to having administrative and financial responsibilities, they are usually the pedagogical leaders of the school. The position and role of *rehtori* and *johtaja* also depend on the size of the municipality and the school.

For example, in some municipalities the *rehtori* and *johtaja* choose the teachers but in others it is the body responsible for education at municipal level.

Administrative responsibilities

Administrative responsibilities of *rehtori* and *johtaja* depend on what is laid down in municipal regulations and the size of the school and the municipality. *Rehtori* and *johtaja* are leaders of their units, schools, and in general responsible that schools function properly.

Financial responsibilities

Financial responsibilities of *rehtori* and *johtaja* vary between municipalities. As the heads of school, they are responsible for implementing the budget, i.e. for ensuring that the money allocated to the schools is spent appropriately.

Educational responsibilities

Rehtori and *johtaja* are the pedagogical leaders of the school and are often in charge of drawing up the curriculum.

Responsibility for school and public relations

Given the slight increase in competition over pupils between schools, the public relations responsibilities of *rehtori* and *johtaja* have grown accordingly.

Teaching activities

Rehtori and *johtaja* keep their teaching activities except in large pre-school centres where, if necessary, they relinquish their teaching duties in order to assume their administrative responsibilities. Their teaching load varies according to the size of school.

Assessment procedures

Rehtori and *johtaja* are not subject to assessment. However, if their appointment is of fixed duration, their employer (municipality) can assess their work before renewing their appointment.

Associations of school heads

Finnish Association of School Heads (SURE FIRE).

In-service training

In Finland, there are three days of compulsory in-service training per year for teachers, including *rehtori* and *johtaja*. The Finnish Association of School Heads, the National Board of Education, and the Federation of Municipalities have reached an agreement according to which employers, i.e. municipalities, are responsible for the in-service training of *rehtori* and *johtaja*, and the National Board of Education assumes responsibility for in-service training in pedagogical areas of particular importance.

A wide range of additional in-service training is also available, organised by universities, training centres and SURE FIRE, where *rehtori* and *johtaja* can participate free of charge within the framework of their duties.

SWEDEN

Title

Pre-school level (not considered part of the education system): *Direktor*
Primary and lower secondary level (*Grundskola*): *Rektor*
Upper secondary level (*Gymnasieskola*): *Rektor*

Supervising authority

Since January 1991, the municipalities have had full responsibility for staff employment. The local county councils are allowed to organise upper secondary education only in the areas of agriculture and health care.

State support to municipalities takes the form of a general equalisation grant. State funding is thus not linked directly to school organisation. Municipalities are free to use the grant for the educational services or activities they choose. In a growing number of municipalities, the committees responsible for educational matters entrust to each school an overall budget for salaries, the costs of teaching materials and equipment, rents and income from, for example, letting school premises. However, if a municipality seriously neglects its obligations under the Education Act, or under regulations issued on the basis of the Act, the Government has a right to intervene.

Recent modifications to the legislative framework for the school system have involved fundamental changes in the control and organisation of schools, as well as in the conditions under which individual schools are able to operate. In December 1993, Parliament adopted legislation laying down new curricular guidelines for the whole school system which are geared to the new goal-oriented governing system for schools.

Rektorer in compulsory schools and upper secondary schools are, according to the 1994 curriculum for compulsory schools and non-compulsory schools, responsible for the school's results.

Diploma (and basic training) required

Most *rektorer* have teaching experience, but some *rektorer* come from other backgrounds, especially in the upper secondary schools where *rektorer* are often recruited from industry and the business world.

In 1992, Parliament adopted a new national initial training programme for *rektorer*. This programme is based on new guidelines and principles for school management and is organised by universities and university colleges using state funds allocated by the National Agency for Education, which also follows up and evaluates the programme. The programme is offered in six different parts of the country: Umeå, Uppsala, Stockholm, Linköping, Göteborg and Kalmar.

The programme is recommended for those who, in accordance with the Education Act, serve as *rektorer* either in the national school system or in recognised independent schools and who have not previously attended such a programme. Admission to the programme is granted in consultation with the municipality involved.

The basic programme extends over a period of 2-3 years and comprises some 30 days of training. Training is based on a national perspective of school activities as well as on national guidelines and objectives. The training goals are grouped into four main areas: school goals, school management, development of educational activities, follow-up and assessment.

In each of these areas, emphasis is given to the *rektor*'s responsibility for respecting the rights of pupils and parents, as well as for satisfying the needs of pupils who need special support.

Professional experience required

There is no general requirement of previous professional experience for *rektorer*, it is up to the municipality to set the local requirements. However, the Education Act stipulates that *rektorer* must have acquired pedagogical competence through training and experience.

Recruitment procedures

The municipalities have full responsibility for the recruitment procedures.

Appointment

The municipalities have full responsibility for the appointment of *rektorer*.

Position and role

In compulsory and upper secondary education, the *rektor* serves as both pedagogical leader and head of staff. The *rektor* has overall responsibility for ensuring that the activity of the school as a whole is focused on attaining the national goals. *Rektorer* are responsible not only for drafting a local work plan, but also for following up and assessing school results in relation to both the national goals and those specified in the school plan and local work plan.

Administrative responsibilities

Rektorer in compulsory education have, within certain limits, special responsibility for:

- organising the school's working environment to assure that pupils have access to supervision, good quality learning materials and other kinds of support such as libraries, computers and other learning aids;
- coordinating teaching in different subjects so that pupils are given an opportunity to gain a broader general understanding of different subject areas.

Rektorer in upper secondary schools have, within certain limits, special responsibility for ensuring

- that education and its content and operational framework are organised and structured to meet pupils' various needs and that their choice of courses is the best possible for them;
- that pupils receive introductory information before starting their studies, obtain a clear overview of their studies in their subject course and receive help in formulating goals for their studies;
- that the working environment in the school is designed to give pupils access to guidance and teaching material of good quality as well as other assistance, enabling them to search independently for and acquire knowledge using libraries, computers, and other technical aids.

Rektorer at both levels have responsibility for ensuring that school staff receive information on the international agreements that Sweden is bound to observe in the field of education.

Financial responsibilities

Rektorer are responsible for the allocation of resources and educational measures. They usually have the responsibility of preparing a school budget which needs to be implemented each year.

Educational responsibilities

Rektorer in compulsory schools have responsibility for

- integrating interdisciplinary areas of knowledge into the teaching of different subject areas. Such areas of knowledge include the environment, traffic regulations, equality, consumer issues, sex, interpersonal relationships, as well as the risks posed by drugs;
- organising teaching and pupils' social welfare to ensure that pupils receive the special assistance and help they may need.

Rektorer in upper secondary schools have, within certain limits, special responsibility for ensuring that

- the design and structure of education, its contents and working structures are adjusted to the varying needs and circumstances of pupils;
- all pupils prepare — in dialogue with the school — an individual study plan, revising it where necessary during the course of their school career.

Rektorer at both levels have responsibility for ensuring

- that teachers and other staff members are given an opportunity to develop the skills they need to carry out their tasks in a professional manner;
- that study and vocationally oriented activities are organised in such a way that pupils receive guidance before choosing from the range of options that the school has to offer, before deciding how best to pursue a particular path in compulsory education and before deciding on how to continue their studies and or prepare for their future profession in upper secondary school.

Responsibility for school and public relations

Rektorer in compulsory education have special responsibility for

- the development of structures to assure cooperation between schools and the home, and for providing parents with information on the goals of the school, its working methods and the range of choices available;
- contacts between school and the home in the event that pupils experience difficulties at school;
- working together with pre-school and child-care centres to build a solid basis for the pursuit of common goals and effective cooperation;
- cooperation with schools that will be receiving pupils, as well as with the working world outside the school, in order to provide pupils with their own concrete experience which will help them to make decisions as regards their further education and vocational orientation;

Rektorer in upper secondary schools have responsibility for ensuring that

- pupils receive information on sex and interpersonal relationships, traffic issues as well as the risks of tobacco, narcotics and other drugs;
- cooperation is fostered between teachers in different courses so that pupils obtain a coherent overview of their studies;
- cooperation with universities and university colleges as well as with the working world outside the school is developed;
- parents receive appropriate information on the pupils' progress in school.

Rektorer in both levels have responsibility for ensuring that

- all forms of harassment and bullying among pupils and employees are counteracted;
- international contacts, cooperation and exchanges in education are encouraged.

Teaching activities

Some *rektorer* also teach classes although most do not.

Assessment procedures

The National Agency is responsible for assessment at national level. Here, assessment and in-depth analysis are carried out within selected problem areas. Areas to be assessed are chosen on the basis of follow-up results, or other information that a problem exists in a particular area of activity or that additional knowledge is needed for other reasons. The assessment of *rektorer* is included in the overall responsibility for assessment of the National Agency of Education.

Within the new management system, responsibility for assessment at school level falls to the individual school. Consequently, schools organise and carry out their assessments in significantly different ways. In general terms, it can be said that the school is expected to perform assessments and that these should be related to the school's local working plan.

Associations of school heads

There are two associations for school heads. The Swedish Association of School Heads organises only *rektorer* active in compulsory and upper secondary schools, whilst the Federation for School Heads, a part of the Swedish Teachers' Union, organises *rektorer* in compulsory and upper secondary schools as well as *direktörer* in pre-school centres. The associations run their own in-service training for *rektorer* and review draft Government measures referred to them for consideration. The Swedish Association of School Heads devotes particular attention to ethical issues related to the profession. The association has a committee on professional ethics which follows the developments in this area and advises its members.

In-service training

Special courses have been organised for *rektorer* since 1976, and as of the academic year 1992/93 there has also been a special initial training programme for *rektorer*. The aim of this programme is to ensure that the *rektor*, as the leader of the school, is fully aware of the national goals and guidelines for the school system — see information provided under the subsection 'Diploma (and basic training) required'.

UNITED KINGDOM
(England, Wales and Northern Ireland)

Title

Primary level (ages 5 to 11 in England and Wales; ages 4 to 11 in Northern Ireland): *Headteacher*

Secondary level: *Headteacher* (England and Wales), *Principal* (Northern Ireland)

Supervising authority

- Responsibility for education is divided between the central government, local government, school governing bodies (England and Wales) or boards of governors (Northern Ireland) and the teaching staff.
- Central government incorporates the Department for Education and Employment (DfEE), the Welsh Office (WO) and the Department of Education for Northern Ireland (DENI). The Secretaries of state for Education and Employment, for Wales and for Northern Ireland have jurisdiction over general policies, the allocation of funds, teacher training and the curriculum.
- At local level, the responsible authorities are the local education authorities (in England and Wales) and the five Education and Library Boards (in Northern Ireland). The LEAs are responsible for the quality of education in schools.
- At school level in England and Wales, the school governing body (comprising elected parents, teachers and non-teaching staff, and representatives of the LEA or of the school's founding body) has devolved responsibility for financial and administrative management. Since the 1944 Education Act, the LEAs in England and Wales have recruited and employed all teachers including headteachers. The 1988 Education Reform Act delegated responsibility for recruiting teachers (including headteachers) to the school governing body. In Northern Ireland, the board of governors of most schools has devolved responsibility for financial and administrative management.

Diploma (and basic training) required

In England and Wales, headteachers must have qualified teacher status. Headteachers of special schools must have the appropriate specialist qualification (e.g. qualification as a teacher of the blind and partially sighted). In Northern Ireland, principals must hold qualifications approved by the Department of Education for Northern Ireland.

Professional experience required

In England, Wales and Northern Ireland, headteachers/principals must have appropriate teaching and management experience. Although the length and nature of service are not specified, headteachers have normally served as deputy headteacher.

Recruitment procedures

In England and Wales, vacancies are publicly advertised and all applications (listing qualifications and experience) are examined to compile a 'short list' of candidates. The school governing body interviews applicants on the short list and selects the headteacher. In Northern Ireland, vacancies are publicly advertised and a selection is made by the Education and Library Boards and the board of governors (for controlled schools), but by the boards of governors, the Diocesan Office and the Council for Catholic Maintained Schools (for Catholic maintained schools) or by the board of governors (for all other schools).

Appointment

In England and Wales, headteachers are not civil servants. Although the LEA remains the formal employer of teachers and headteachers in the schools it maintains, it appoints and dismisses staff on the recommendation of the school governing body. In self-governing grant-maintained schools, the school governing body recruits, employs and dismisses its teachers. Headteachers are most commonly appointed on permanent contracts, but they have no guaranteed right of tenure. In Northern Ireland, headteachers are employed by the Education and Library Boards, by the Council for Catholic Maintained Schools or by the board of governors, depending on the category of school.

Position and role

In England, Wales and Northern Ireland, the headteacher/principal is accountable to the school governing body for the organisation, management and supervision of the staff and other resources of the school. The headteacher is responsible for consulting with and informing the LEA (in England and Wales) or the Education and Library Board or Council for Catholic Maintained Schools (in Northern Ireland), teachers, parents, employers and other bodies as required.

Administrative responsibilities

In England and Wales, the school governing body and the headteacher determine the school's general policy and appoint all teaching and non-teaching staff. Headteachers provide reports for the school governing body, the Department for Education and Employment, the LEA (if appropriate), the Registered Inspector charged with the inspection of the school and others as required. They must also ensure that the school and the staff comply with the health and safety regulations. In Northern Ireland, the board of governors determines the school's general policy and the principal has responsibility for its implementation and the internal organisation, management and control of the school.

Financial responsibilities

In England, Wales and Northern Ireland, the school governing body/board of governors and the headteacher/principal are accountable for the management of the school's financial and other resources, whether these emanate from the state or from other sources (e.g. legitimate charges or voluntary parental contributions).

Educational responsibilities

In England and Wales, the school governing body and the headteacher are responsible for the delivery of the National Curriculum and for determining the content of the curriculum to be provided outside the National Curriculum. The headteacher is responsible for determining the timetable, the composition of classes and the teaching methods and materials used. The headteacher deploys the teaching and non-teaching staff and is responsible for their support, supervision, appraisal and continuing professional development. In Northern Ireland, the boards of governors and principal are responsible for organising the Northern Ireland Curriculum and for ensuring that it is followed in the school.

Responsibility for school and public relations

In England, Wales and Northern Ireland, the school governing body/board of governors and the headteacher/principal are responsible for the provision of specified information about the school's curriculum, extra-curricular activities and performance. The headteacher/principal is accountable for ensuring that parents receive regular information about their children's progress and is also responsible for maintaining relations with LEAs (in England and Wales) or the Education and Library Boards or Council for Catholic Maintained Schools (in Northern Ireland), other education institutions, the local community, employers and organisations representing teaching and non-teaching staff.

Teaching activities

In England, Wales and Northern Ireland, the headteacher/principal is responsible for determining the allocation of pupils and teachers to classes. "Insofar as his/her other responsibilities allow, the headteacher should participate in the teaching of pupils." In small schools, most headteachers/principals have a considerable teaching load, whilst in larger schools this is likely to be significantly reduced.

Assessment procedures

In England and Wales, all teachers (including headteachers) are subject to formal appraisal. In addition, the performance of headteachers comes under particular scrutiny in the course of school inspections which take place every four years (in England) and five years (in Wales). In Northern Ireland, appraisal of school principals is being phased in from 1995.

Associations of school heads

In England, Wales and Northern Ireland, professional associations exist to support and represent headteachers/principals. Headteachers/principals are accountable to the school governing body/board of governors.

In-service training

In England, Wales and Northern Ireland, many headteachers undertake continuing professional development (CPD) on various aspects of management or school organisation. Targeted funding is available to governors to help newly appointed headteachers in England and Wales develop the specific competencies related to the post through the Headteachers' Leadership and Management Programme (HEADLAMP). CPD activities may take place during the school day, but are more commonly undertaken outside school time and during holidays.

UNITED KINGDOM
(Scotland)

Title

Pre-school level (optional, ages 3 to 5): *Headteacher*

Primary level (compulsory, ages 5 to 12): *Headteacher*

Secondary level (compulsory, ages 12 to 16): *Headteacher*

Upper secondary level (optional, ages 16 to 18): *Headteacher, Rector*

Supervising authority

The Scottish Office Education and Industry Department (SOEID) has jurisdiction over general policy, allocation of overall funds and teacher training, and provides curriculum guidance.

At national level, 12 education authorities are responsible for, among other tasks, recruitment of teaching and non-teaching staff, construction of facilities and provision of equipment and materials. These authorities are also responsible for curricula, with the guidance of the SOEID. Local government reorganisation will raise their number to 32 after April 1996, but their responsibilities will be similar.

The 1988 School Boards (Scotland) Act stipulates that management of schools should be the joint responsibility of the School Board (composed mainly of parents and local representatives), the headteacher and education authorities. The School Boards are expected to allow the gradual and effective delegation of administrative authority that had thus far been the province of education authorities.

Diploma (and basic training) required

For teachers, a Bachelor's degree or equivalent from an institution of higher education (university or equivalent) and basic vocational training (one year's teacher training followed by at least two years of teaching experience).

No specific training is required for headteachers, but many candidates undergo training in management offered by the SOEID.

Professional experience required

At least two years of service and full registration with the General Teaching Council for Scotland.

Most new headteachers have at least ten years of experience at different levels in the school system.

Recruitment procedures

All vacancies for headteachers are publicly advertised, although the precise procedures may vary from one region to another. Candidates who meet the requirements for prior training and experience are interviewed by the School Board in the presence of a representative of the regional education authority.

Appointment

Headteachers are appointed by the regional education authority.

Position and role

Financial administration and management of the school are the joint responsibility of headteachers and School Boards, but in practice administration and management are delegated to the headteacher.

In all secondary schools, the headteacher has assistants who have specific responsibilities. The situation is similar in primary schools, but depends on the number of pupils.

Administrative responsibilities

The headteacher is responsible for daily management of the school, maintenance of files, preparation of documents for the school authorities and the SOEID and supervision of non-teaching staff.

Financial responsibilities

The headteacher is responsible for resource management and makes decisions regarding allocation of funds. The headteacher is accountable to the School Board.

Educational responsibilities

The headteacher is responsible for managing the teaching staff and must ensure that staff members' needs for development are met.

A large part of the headteacher's job consists of curriculum management and assessment. The headteacher leads teachers' meetings to determine how the curriculum may best be developed to meet the needs of the school community.

The headteacher is responsible overall for planning and evaluating the work of the school.

Responsibility for school and public relations

The headteacher is responsible for maintaining and developing interactions within the school, with its School Board, parents and the outside community. The headteacher must also maintain relations

with the regional education authorities, including psychological services, and with medical and social work staff.

In secondary schools, the headteacher must also maintain relations with local industries and businesses in the interests of finding placements for older pupils.

Teaching activities

The headteacher has teaching duties in schools with up to 200 pupils.

Assessment procedures

There is no institutionalised system for the assessment of headteachers, but the inspection process considers the headteacher's performance among many other indicators.

Associations of school heads

Several professional associations for headteachers exist for mutual support and the development of the profession.

In-service training

In-service training for headteachers is available and concerns the management, assessment and development of the capacities of the staff and the resources of the school.

ICELAND

Title

Pre-school level — *leikskóli* (optional, ages 2 to 5 years): *Leikskólastjóri*

Primary and lower secondary level — *grunnskóli* (compulsory, ages 6 to 16 years): *Skólastjóri*

Upper secondary level — *framhaldsskóli* (optional, ages 16 to 20 years): *Rektor/Skólameistari*

Supervising authority

The Ministry of Culture and Education has final authority in matters relating to pre-school education, while local authorities are responsible for operations overall.

The national government and local authorities share responsibility for compulsory school operations. From 1 August 1996, local municipalities are to take over the operation of schools at compulsory education level. The Ministry of Culture and Education has final authority in matters concerning the compulsory school (*grunnskóli*).

The Ministry of Culture and Education has final authority in educational affairs at the upper secondary level and is responsible for all school operations.

Diploma (and basic training) required

The same academic qualifications as are required for teaching at the respective levels of education.

Professional experience required

No specific requirements as to work or administrative experience are set regarding applicants for the position of *leikskólastjóri*. Legislation stipulates that the *skólastjóri* is to be selected on the basis of qualifications and experience.

For permanent appointment as *skólastjóri* or *rektor/skólameistari* in either compulsory or upper secondary schools, applicants must have at least two years' teaching experience, including a one-year provisional appointment as *skólastjóri*. A *skólastjóri* or *rektor/skólameistari* is first appointed provisionally (*settur*) for one year, at the conclusion of which he or she may be permanently appointed (*skipadur*).

Recruitment procedures

Positions for *leikskólastjóri* (pre-school education) are advertised, and candidates are selected by local authorities.

Regional Education Officers advertise vacant positions for *skólastjóri*.

The Regional Education Officer and the teachers' council/staff meeting make proposals to the education board concerning applicants. Having received the recommendations of the education board, the Minister for Culture and Education officially appoints the *skólastjóri* on a provisional

basis. From 1 August 1996, local municipalities will advertise vacant positions and appoint *skólastjóri*.

The Ministry of Culture and Education advertises vacant positions for *rektor/skólameistari* (upper secondary schools). Teachers' councils have the right to submit their comments concerning appointments to these positions. The *skólanefnd* (body responsible for school operations) discusses the applications and makes recommendations to the Minister for Culture and Education who appoints the *rektor/skólameistari* on a provisional basis.

Appointment

The *leikskólastjóri* is appointed by the local authorities.

From 1 August 1996, local municipalities will appoint the *skólastjóri* for compulsory education schools.

The *rektor/skólameistari* of the upper secondary school is permanently appointed by the Minister for Culture and Education.

Position and role

Whether *leikskólastjóri*, *skólastjóri* or *rektor/skólameistari*, all school heads are supervisors of the schools in which they work. They oversee both educational activities and the teaching staff. They are responsible for the functioning of the school and its compliance with rules, regulations and laws and serve as the external representatives of their schools. In upper secondary education, the *skólaráð* (consultative body) assists and gives advice to the *rektor/skólameistari* concerning the daily running of the school.

Administrative responsibilities

The *leikskólastjóri* is responsible for the operation of the school and for the maintenance of school buildings.

The *skólastjóri* in compulsory schools is responsible for school operations and for the maintenance of school buildings under a mandate from the municipal council and sees to the appointment of teachers in cooperation with the education board. As of 1 August 1996, the municipal councils will employ teachers and other staff in accordance with regulations on the management of municipalities and with laws concerning the professional rights and duties of teachers.

The *rektor/skólameistari* of upper secondary schools is responsible for the operation of the school and for the maintenance of school buildings. The *rektor/skólameistari* sees to the appointment of teachers and other staff after receiving proposals from the *skólanefnd*.

Financial responsibilities

The *leikskólastjóri* is responsible for collecting pre-school fees and in certain cases may prepare budget proposals for the local authorities.

The *skólastjóri* of a compulsory school makes annual budget proposals covering the costs of teaching and administration for the coming school year, and he sends these to the Regional Education Officers who make the final decisions and approve the budgets. The *skólastjóri* is responsible for ensuring that

school operations do not exceed the school's allocated funding. As of 1 August 1996, the budget proposals will be sent to the municipal councils for their approval.

The *rektor/skólameistari* of upper secondary schools, together with the *skólanefnd*, makes annual budget proposals which he sends to the Minister for Culture and Education. The *rektor/skólameistari* is responsible for ensuring that the school budget is respected.

Educational responsibilities

The *leikskólastjóri* is responsible for ensuring that the operations of pre-schools are in accordance with the educational programme for the pre-school level.

The *skólasjóri* in compulsory schools provides professional guidance for the school and is responsible for compiling the school curriculum guides, based on the National Curriculum Guide.

The *rektor/skólameistari* in upper secondary schools is responsible for the educational and teaching activities of the school and any development work carried out in connection with the school. He is also responsible for compiling the school curricula.

Responsibility for school and public relations

The *leikskólastjóri*, the *skólastjóri* of compulsory schools and the *rektor/skólameistari* of upper secondary schools represent their schools with respect to parents, other schools, local authorities, education authorities, the media, clubs and service organisations, among other groups.

Teaching activities

The teaching duties of the *leikskólastjóri*, the *skólastjóri* and the *rektor/skólameistari* depend on the number of pupils enrolled in the school. In the largest schools, they have no teaching duties.

Assessment procedures

There is no institutionalised system for assessing school heads.

Associations of school heads

The *leikskólastjóri* do not have their own professional organisation or union, but are members of the same organisation as pre-school teachers. There are separate organisations of *skólastjóri* in compulsory schools and of *rektor/skólameistari* in upper secondary schools. They serve as both professional organisations and unions.

In-service training

Continuing education courses in school administration are open to the *leikskólastjóri*, the *skólastjóri* and the *rektor/skólameistari*. Although not compulsory, these courses have been well attended.

LIECHTENSTEIN

Title

Primary level (*Primarschule*; compulsory, ages 7 to 12): *Schulleiter*

Lower secondary level (*Oberschule, Realschule, Gymnasium*; compulsory, ages 12 to 16): *Schulleiter*

General upper secondary level (*Gymnasiale Oberstufe*, ages 16 to 20): *Schulleiter*

Vocational (*Berufsschule*, ages 16 to 20): *Schulleiter*

Supervising authority

The *Schulleiter* at primary level is responsible both to the state and to the local authority (*Gemeindeschulrat*). The *Schulleiter* at secondary level is responsible to the state.

School autonomy is limited as concerns administration and finance. Educational autonomy exists at the teacher's level based on the different curricula. The work of the *Schulleiter* is supervised by inspectors (primary and secondary education) or by committees which report to the government (*Gymnasium, Vorbereitungslehrgang, Fachhochschulreife*).

Diploma (and basic training) required

The same qualifications as required of teachers in the school concerned.

Professional experience required

To participate in recruitment competitions, applicants must have at least three years of prior teaching experience.

Recruitment procedures

After the recruitment competition, selection is made by the government.

Appointment

Appointment is made by the government.

Position and role

The *Schulleiter* is considered as the 'first among equals' within the school's teaching team. The rights, duties and responsibilities of the *Schulleiter* are stipulated in special government regulations.

Administrative and financial responsibilities

The *Schulleiter* has authority over technical staff and, as the leader of the teaching team, is responsible for the smooth functioning of the school. The *Schulleiter* has limited autonomy in financial matters.

Educational responsibilities

The *Schulleiter* has limited autonomy in educational matters. Most general decisions are taken at government level. Inspectors enforce these decisions at the teachers' level. The *Schulleiter* ensures that the school is functioning smoothly with respect to educational matters. If problems arise, the *Schulleiter* is required to inform the inspectors.

Responsibility for school and public relations

No legal responsibility.

Teaching activities

Teaching activities of the *Schulleiter* are related to the number of classes in a school.

Assessment procedures

None.

Associations of school heads

Schulleiter are members of the *Schulleiterkonferenz* which meets periodically and may issue opinions on legislation or school regulations or make proposals to the government.

In-service training

No compulsory training is offered at a special institution, but there are different opportunities to improve skills necessary in such positions, e.g. optional courses and workshops.

NORWAY

Title

For all levels of education: *Rektor*

Supervising authority

The state administers public education through local authorities.

Diploma (and basic training) required

The same qualifications as for teachers.

Professional experience required

Three years of teaching experience is required.

Recruitment procedures

Open positions are advertised publicly, as is the case for teachers. Selection is mainly based on the curriculum vitae, and applicants are evaluated and recommended by the schools.

Appointment

The municipality (Municipal Education Committee) for compulsory education (primary and lower secondary education) and the county (County Education Committee) for upper secondary education are responsible for appointments.

Position and role

The *rektor* is the head of the school and therefore responsible for both the administrative and pedagogical aspects of running the school.

Administrative responsibilities

The *rektor* is responsible for administrative activity and enforces decisions taken at various levels of the administration. Each school has a *samarbeidsutvalg* in compulsory education and a *skoleutvalg* in upper secondary education (advisory bodies at school level which are responsible for education) to assist the *rektor* in the management of the school. In compulsory education, the municipal authorities may appoint an additional management board (*driftsstyre*) to assist the *rektor*.

Financial responsibilities

The *rektor* is responsible for the school budget within the framework established by the municipality and county authorities.

Educational responsibilities

The *rektor* is responsible for the pedagogical aspect of running the school. The *samarbeidsutvalg* in primary and lower secondary schools or the *skoleutvalg* in upper secondary schools has a say in the education provided.

Responsibility for school and public relations

The *rektor* maintains contacts with parents and local authorities.

Teaching activities

Yes, depending on the size of the school.

Assessment procedures

No system exists for the assessment of *rektorer*.

Association of school heads

The Norwegian Association of School Heads (*Norsksskolelederforbund*)

In-service training

No special in-service training exists for *rektorer*.

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EURYDICE

The European Education Information Network

OBJECTIVES

The role of the EURYDICE network, the European network for information on education, is to promote the exchange of information on education systems and on national policies in the field of education. It contributes to increasing mutual understanding and cooperation between the 15 Member States of the European Union[1].

ORIGIN AND HISTORY

In 1976, when the Council and the Education Ministers adopted the Resolution on a first programme for cooperation in the field of education, they gave recognition to the importance, in this context, of exchanges of information and experience. It was on this basis that the EURYDICE network was set up and became operational in 1980. Ten years later, in 1990, the Council and the Ministers adopted a Resolution dealing specifically with EURYDICE and calling for a reinforcement of its services. The Treaty of Maastricht (Treaty on European Union) marked an important step forward, providing in the new Chapter 3, Article 126, for developing exchanges of information and experience on issues common to the education systems of the Member States. It has thus opened up for EURYDICE new prospects of which the Community education programme, SOCRATES, adopted on 14 March 1995, takes full account (Annex, Chapter III, Action 3, point 2). It is under this Programme that the development of EURYDICE will be assured from now on.

ORGANISATION AND ACTIVITIES

The network comprises **22 National Units**, most of which are located in the Ministries of Education. The **European Unit**, established by the European Commission, coordinates the network's activities, publications and services. It also promotes exchanges between the National Units to meet the information needs of national and Community policymakers. On the basis of contributions from the network, it produces basic documents and comparative analyses on topics of interest to cooperation at Community level. EURYDICE is also increasingly called upon to fulfil the role of an 'Observatory', in relation to the development of the education systems and policies in the European Union. Through the dissemination of its publications, the EURYDICE network also reaches a wide public in the education world. These publications are also accessible on Internet through the European Commission's Europa server (access code: http://www.cec.lu/en/comm/dg22).

SERVICES AND PRODUCTS

- Data bases on the education systems.
- Various publications on education in the Member States.

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[1] Under the Agreement on the European Economic Area, Iceland, Norway and Liechtenstein are participating in the activities of the EURYDICE network in the same way as the Member States of the European Union. Moreover, from 1996, the network activities will be open to the central and eastern European countries.

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